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ABSTRACT

Centralized Correspondence Study (CC/S) provides elementary and secondary instruction to those students who do not have access to a school, to those students who elect correspondence study as an option to attending local schools, and to adults who have not completed high school. The Alaska State Board of Education is the school board for CC/S and a five-member Parent Advisory Committee represents the concerns of parents and home teachers to the State Board of Education and the Department of Education. CC/S is directed by a superintendent and a principal. All advisory teachers hold State of Alaska teaching certificates. Students work at home under the supervision of an adult home teacher, usually a parent. There is no charge for enrollment in CC/S. CC/S maintains a lending library of over 10,000 items; residents of rural areas without access to a public library may also be eligible to receive monthly shipments of books (the user pays the postage) from the Alaska State Library. In addition to a chapter on general information and another on staff and organization, the handbook provides chapters on policy and procedure, elementary program, junior high program, high school program, high school course descriptions, and special instructions for high school students. (BRR)

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Centralized Correspondence Study Handbook
1982-83

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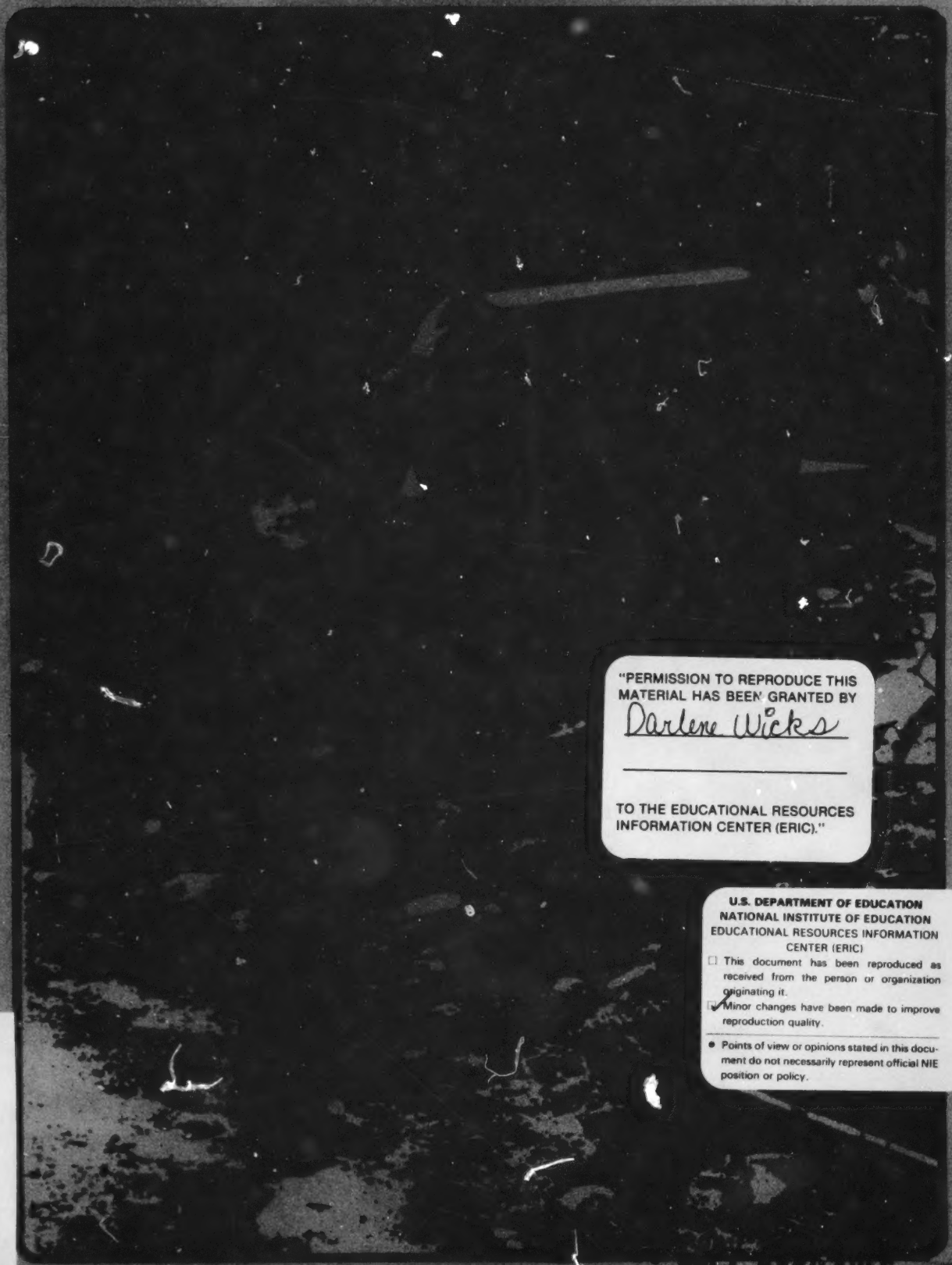

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Centralized Correspondence Study Handbook For Grades K-12

Hello!

You are about to join the hundreds of families throughout Alaska who study and learn together at home. This booklet contains information to answer your questions about Centralized Correspondence Study (CC/S). Please read it through carefully before filling out your enrollment application and then keep it for future reference. If you have any questions, don't hesitate to write or call the CC/S office.

Learning by correspondence is not an easy way to obtain an education. It demands a serious commitment from the whole family to make it a success. The Centralized Correspondence Study staff cordially welcomes you to the program and looks forward to helping you meet the challenge of studying by correspondence.

Centralized Correspondence Study is accredited by Northwest Association of Schools and Colleges

CENTRALIZED CORRESPONDENCE STUDY HANDBOOK
FOR GRADES K-12

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Chapter One
General Information

What is Centralized Correspondence Study?

Centralized Correspondence Study (CC/S) provides elementary and secondary instruction to those students who do not have access to a school, to those students who elect correspondence study as an option to attending local schools, and to adults who have not completed high school.

Studying at home has been an option for Alaskan students since 1939 when the first state-funded program was initiated. The program is now free public education for any student in grades K-12 who desires to study at home — whether by necessity (no schools in the vicinity or the family is traveling) or as an alternative to regular school. Adults may also study at home in preparation for the GED test.

What does it cost?

There is no charge for enrollment in Centralized Correspondence Study. All textbooks, supplies, and postage are provided free of charge.

Where is it located?

Centralized Correspondence Study offices are located in Juneau. The mailing address is *Alaska Department of Education. CENTRALIZED CORRESPONDENCE STUDY. Pouch GA. Juneau. Alaska 99811.* The phone number is (907) 465-2835. Our offices are open weekdays from 8:00 a.m. to 4:30 p.m. Pacific time.

How does the program work?

Students enrolled in Centralized Correspondence Study work at home under the supervision of an adult home teacher, usually a parent. Textbooks, lesson plans, worksheets, examinations, and all necessary school supplies are mailed to you after you enroll. You return the completed assignments for review by CC/S advisory teachers. The advisory teachers maintain close contact with their students and constantly monitor their progress.

How much time does it take?

A student should plan to spend at least five hours a day, five days a week, nine months a year to complete a grade level. A study schedule is included with each course.

What materials are furnished?

Lesson plans, textbooks, school supplies, tests, daily work answer keys, home teacher instructions, and other necessary equipment are furnished by CC/S.

What are the responsibilities of the home teacher?

The home teacher is expected to be present during study hours, supervise daily work, monitor tests, correct daily assignments, explain directions, lead discussions, and provide encouragement. In addition, the home teacher is expected to provide a quiet study area and to notify the advisory teacher concerning vacation plans, address changes, or changed circumstances. No special training is required. CC/S furnishes home teacher instructions and considerable assistance from advisory teachers.

Curriculum

The entire curriculum for grades K-8 has been developed by Centralized Correspondence Study. A core curriculum for grade 9 has also been developed by our teaching staff. Additional ninth grade courses and most grade 10-12 courses are purchased by CC/S from the University of Nebraska Division of Continuing Studies in Lincoln, Nebraska, and selected vocational courses are purchased from the American School in Chicago, Illinois, and other accredited independent study agencies.

Student activities

Centralized Correspondence Study is a member of the Alaska School Activities Association. Alternative and rural students may participate in Association sponsored events in the region in which they live. There are occasionally other activities offered. Students participating in activites which are held in the vicinity of their home will be expected to provide their own transportation and meals.

GED program

Centralized Correspondence Study operates a GED program which is designed specifically for adults wishing to study at home in preparation for GED tests. A handbook describing this program is available upon request.

School year

Although Centralized Correspondence Study operates year-round, we strongly encourage you to plan your school year for nine months to coincide with the normal school year from September through May. This eases any later transition between CC/S and public school. Students may complete a grade level in less than nine months or as long as twelve months.

Library

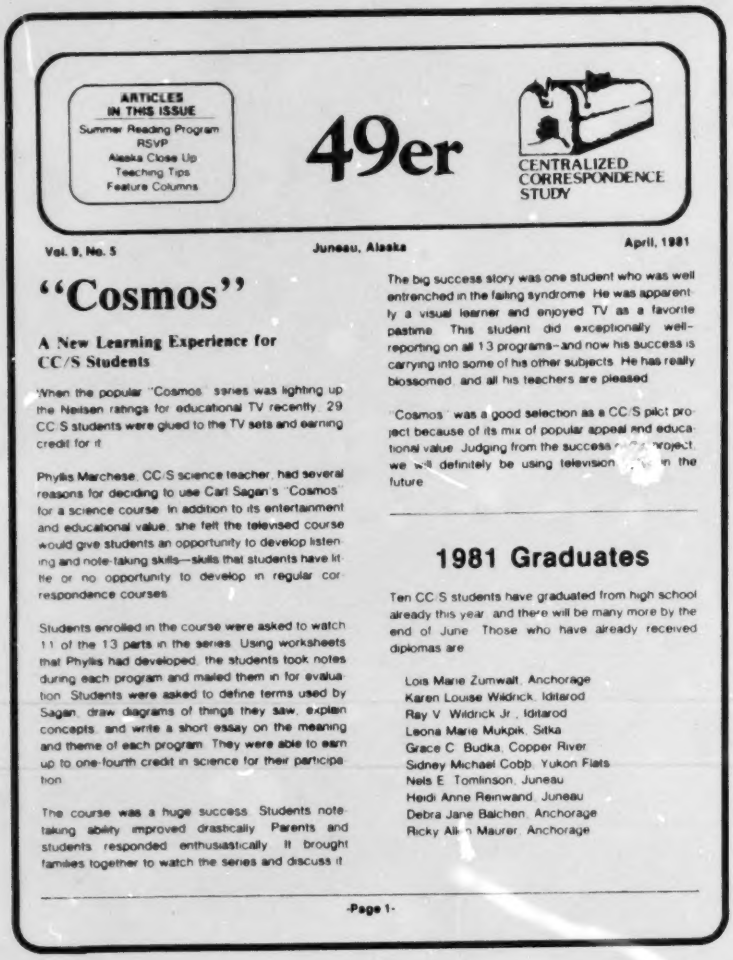
CC/S maintains a lending library with over 10,000 items for student use, including books, cassettes, and filmstrips. You will receive a library catalog and order form when you enroll in the program. Library books and other materials may be checked out for periods of one month. We pay postage both ways. The library will send a box of books monthly to each CC/S family requesting this service.

Residents of rural areas without access to a public library may also be eligible to receive monthly shipments of books from the Alaska State Library. Books from the State Library may be kept for one month and the user pays the postage. If you are interested in this service, write to *Mail Services Librarian, Alaska State Library, Pouch G, Juneau, Alaska 99811.*

Publications

The *49er* is an adult-oriented newsletter that provides information and guidance about the CC/S program. Its purpose is to promote communication among the users of the program and to assist parents in the task of supervising their students' school work at home. We publish the *49er* five times a year and distribute it to all CC/S families.

In addition, CC/S advisory teachers prepare grade level newsletters in which they share news of themselves and their students, display student work, suggest games, puzzles, and special art projects, and, in general, attempt to promote a "class feeling." (Students who do not want their work published in newsletters should notify their advisory teachers.)



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Summer Reading Program
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49er

CENTRALIZED CORRESPONDENCE STUDY

Vol. 9, No. 5 Juneau, Alaska April, 1981

"Cosmos"

A New Learning Experience for CC/S Students

When the popular "Cosmos" series was lighting up the Nielsen ratings for educational TV recently, 29 CC/S students were glued to the TV sets and earning credit for it.

Phyllis Marchese, CC/S science teacher, had several reasons for deciding to use Carl Sagan's "Cosmos" for a science course. In addition to its entertainment and educational value, she felt the televised course would give students an opportunity to develop listening and note-taking skills—skills that students have little or no opportunity to develop in regular correspondence courses.

Students enrolled in the course were asked to watch 11 of the 13 parts in the series. Using worksheets that Phyllis had developed, the students took notes during each program and mailed them in for evaluation. Students were asked to define terms used by Sagan, draw diagrams of things they saw, explain concepts, and write a short essay on the meaning and theme of each program. They were able to earn up to one-fourth credit in science for their participation.

The course was a huge success. Students note-taking ability improved drastically. Parents and students responded enthusiastically. It brought families together to watch the series and discuss it.

The big success story was one student who was well entrenched in the failing syndrome. He was apparently a visual learner and enjoyed TV as a favorite pastime. This student did exceptionally well—reporting on all 13 programs—and now his success is carrying into some of his other subjects. He has really blossomed, and all his teachers are pleased.

"Cosmos" was a good selection as a CC/S pilot project because of its mix of popular appeal and educational value. Judging from the success of this project, we will definitely be using television [illegible] in the future.

1981 Graduates

Ten CC/S students have graduated from high school already this year, and there will be many more by the end of June. Those who have already received diplomas are:

Lois Marie Zumwalt, Anchorage
Karen Louise Wildrick, Iditarod
Ray V. Wildrick Jr., Iditarod
Leona Marie Mukpik, Sitka
Grace C. Budka, Copper River
Sidney Michael Cobb, Yukon Flats
Nels E. Tomlinson, Juneau
Heidi Anne Reinwand, Juneau
Debra Jane Balchen, Anchorage
Ricky Allen Maurer, Anchorage

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Chapter Two
Staff and Organization

School board

The Alaska State Board of Education is the school board for Centralized Correspondence Study (CC/S). The State Board meets several times during the year to set policy and direction for education in Alaska. Board meetings are open to the public and interested citizens are encouraged to attend.

Parent Advisory Committee

The five-member Parent Advisory Committee (PAC) represents the concerns of parents and home teachers to the State Board of Education and the Department of Education. The committee advises on course offerings, materials, student activities, and home teacher training. The PAC meets one or two times a year, usually in Juneau. Members of the committee are appointed to three-year terms by the State Board. Persons interested in serving on the PAC should contact the CC/S superintendent. You can send questions or other communication with the committee to the attention of the PAC Chairperson in care of the CC/S office.

Professional staff

CC/S is directed by a superintendent and a principal. Advisory teachers are assigned to grade-level's in the K-6 program. In grades 7-12, advisory teachers have subject-area assignments. CC/S teachers are also assigned to the GED program. All advisory teachers hold State of Alaska teaching certificates. Other professional staff members include a counselor, registrar, librarian, publications specialist, education assistant, administrative assistant, and supply officer. The program is supported by clerical and stockroom personnel.

Duties

The duties and responsibilities of our staff members are as follows:

Superintendent:	Directs the development and operation of the CC/S program.
Principal:	Directs the advisory teaching staff and the preparation of curriculum materials.
Advisory Teachers:	Monitor and evaluate student progress and develop lesson plans for a particular grade level or subject area.
Counselor:	Advises secondary students in course selection, career decision-making, and any other area affecting academic performance; monitors lessons and grades. Coordinates career education at all grade levels.
Publications Specialist:	Edits the *49er* and other CC/S publications.
Librarian:	Maintains the CC/S lending library and fills student orders.
Registrar:	Enrolls students and maintains permanents records.
Stockroom Personnel:	Packages and sends out course materials.
Administrative Assistant:	Supervises clerical personnel and aids superintendent.
Education Assistant:	Supervises clerical personnel and aids principal and instructional staff.
Clerical Staff:	Supports the CC/S operation.

CC/S Philosophy

Our most important function is to prepare students to be good and productive citizens, no matter where they may choose to live or what vocation they may pursue. Our goal is to produce functioning, self supporting, contributing members of society. Our task is to teach skills that will enable students to acquire information when they need it and to make realistic decisions throughout their lives.

Chapter Three
Policy and Procedure

Enrollment

Alternative students — Students who have daily access to school **must apply for enrollment in CC/S before the end of the first quarter of the school year, normally the end of October.** Applications received after that date will be accepted only when extenuating circumstances exist and require approval of the Commissioner of Education.

Rural students — Students who live more than two miles from the nearest school when no transportation is provided are always eligible for enrollment in CC/S and may apply at any time.

Under Alaska law, school attendance is not compulsory for school age students who reside more than two miles from transportation to a school which provides education at their grade level.

Students living in remote areas with irregular mail service may make special arrangements for submitting lessons. Each individual situation is taken into account. A plan for sending lessons is set up for each student at the time of enrollment.

Traveling students — There are special requirements for students who enroll in CC/S because they are traveling: (1) Because special courses of study may need to be prepared, traveling students must study with CC/S for a minimum of one semester. (2) The family of the traveling student must submit a detailed travel itinerary describing the travel plans and the length of time the arrangement will be necessary. (3) Traveling students are accepted into the CC/S program for a period of one year. At the end of one year, the family must submit an updated travel itinerary before an extension of the enrollment will be considered.

Simply qualifying as an Alaska resident does not entitle a student to enrollment in CC/S as a traveling student. Students who leave Alaska to take up residence elsewhere are not considered to be "traveling" and will be withdrawn from the CC/S program. Students traveling outside of Alaska are not eligible to be selected for student activities.

Kindergarten and first grade students — Students applying for enrollment in *kindergarten* must be five years of age on or before November 2nd of the school year in which they intend to enroll. Students applying for enrollment in *1st grade* must be six on or before November 2nd.

Applications and information — Direct all requests for information and application materials to:

Registrar
Centralized Correspondence Study
Alaska Department of Education
Pouch GA
Juneau, Alaska 99811

A transcript of previous grades, tests, and credits earned (for high school) must be included with your application or requested from the most recently attended school. Entering kindergarten and first grade students who have not attended kindergarten must submit a copy of their birth certificates with the enrollment application.

When your application has been received and processed, we will ship your course materials to you. It normally takes two to four weeks to receive course materials by fourth class mail from Juneau, but it may take longer from the University of Nebraska or American School. If you want faster delivery you may elect to pay for airmail postage or airfreight C.O.D.

Students enrolled in good standing in Centralized Correspondence Study satisfy the Alaska compulsory school attendance laws. When you enroll with CC/S, we notify your school district superintendent so that you are not considered truant from school. The school district is also notified whenever a student leaves the CC/S program.

Physical education

It is the philosophy of CC/S that any good educational program takes into consideration the total development of the student. This means that new physical skills must be taught, as well as academic skills. Hauling wood, carrying water, dog mushing — all are activities involving good exercise. They are not necessarily physical education. CC/S provides a physical education course and a variety of equipment for all students in grades K-12.

Special education

CC/S does not provide a special education program. The district in which the student resides is responsible for providing this service. In order to insure that students in need of special services, receive them, CC/S will refer students suspected of being handicapped or gifted to the special education director in the student's district.

Change of address

Since success in CC/S depends on mail service, we need to know how to contact students. Notify us immediately of changes in address, phone number, or other pertinent information.

Vacations

Students must notify their advisory teacher(s) **in advance** if they plan to go on vacation during the year. Arrangements can be made for a break in the work schedule. If no arrangements have been made with the advisory teacher, a student who sends in no work may become subject to termination.

Withdrawal

Students who transfer from CC/S to a regular public school or another education program must let the registrar know before or as soon as the change takes place. If records are to be sent to the new school, a signed request by the parent or by a student over the age of 18 for their release must be sent to the registrar.

A student who withdraws from CC/S to attend another school will be given a grade of "W" on his or her transcript for all courses not completed. A withdrawal form indicating the amount of work completed and the average grade at the time of withdrawal will be sent to the new school along with the student's transcript upon the written request of the student's parent, the student's guardian or the student, if over 18.

The local school district may, at its discretion, charge those students the same tuition rate which it would charge students attending its school who reside outside the school district.

Termination

Students enrolled in CC/S must submit satisfactory work on a regular basis to remain in good standing. Failure to do so may result in termination from the program. If a student is not able to send in work as scheduled, the advisory teacher must be notified so other arrangements can be made.

We notify the parent and the superintendent of the local school district when a student is terminated from Centralized Correspondence Study.

Readmission

Readmission to CC/S is not automatic, and may be denied by the Commissioner of Education.

A student who has be terminated from CC/S for failure to submit satisfactory work may submit a new application and be considered for readmission into the program on a probationary basis. We require the student to submit an explanation of the problem which prevented satisfactory work in the past. A schedule of due dates for all checkups and a statement of assurance that the home teacher understands and will fulfill the obligations of a home teacher must be signed. Failure to meet this schedule may result in withdrawal from the program.

Returning materials

All educational materials used in CC/S courses are the property of Centralized Correspondence Study. They are loaned to students for their use while enrolled in the program and may not be taken out of Alaska without permission of our office. The following policies apply to returning supplies to the Juneau office:

A packing list is included with courses when they are shipped. **All starred items** on this packing list are to be returned to CC/S upon completion of the course, withdrawal, or termination from the program. This includes textbooks, equipment, and cassette tapes. Library books and University of Nebraska textbooks must also be returned.

All items to be returned except library books should be shipped at one time by fourth class mail. Instructions and fourth class mailing labels are provided for returning these materials. **Do not** use first class mailing labels or envelopes for returning books, equipment or cassette tapes; and **do not put lessons in with books or supplies.** It sometimes takes awhile to unpack these boxes. Always use pre-addressed manila envelopes with first class postage for mailing lessons.

Please keep workbooks, library catalogs, audio-visual lists and consumable supplies such as crayons, pencils, paints, paper, test tubes and chemicals. The costs of sorting through these items far exceeds their value.

Mail

Follow these procedures for mailing items to CC/S:

1. Send lessons and correspondence by **first class mail.**
2. Return textbooks, equipment and cassette tapes by **fourth class mail.**
3. Return library books **library rate.**

Telephone calls

The CC/S office telephone number is (907) 465-2835. The office is open every weekday from 8 a.m. to 4:30 p.m., but most staff members are at lunch from 12 noon to 1:00 p.m. Because telephoning within Alaska is costly, we encourage students and parents to write in lieu of telephoning whenever possible. Juneau is in the Pacific Time Zone — the same time zone as Seattle. There is a *two-hour* time difference between Juneau and Anchorage or Fairbanks.

Student records

Student records are kept in the registrar's files for two years, then put on microfiche and stored for an additional 99 years.

All records are kept at the Centralized Correspondence Study office and may be inspected by students and by parents or guardians of students under 18 years of age. When students reach 18 years of age or are attending a post-secondary educational institution, we require their written permission before allowing parents or guardians to inspect their records. Copies of records, including those on microfiche, may also be requested by mail.

Unless we have the written consent of the parent (or student if 18 years of age), CC/S will not disclose student records, or personnally identifiable information from student records, except to school officials who have legitimate educational interests.

These policies are consistent with the rights of students and parents as guaranteed under the federal Right to Privacy Act. Please contact the CC/S principal if you desire additional information about our policies concerning student records or to obtain a copy of the Right to Privacy Act.

If you have any inquiries or complaints about our policies or practices with respect to the Right to Privacy Act, contact the CC/S superintendent. If your complaint cannot be resolved at this level, you are entitled to contact the *Commissioner of Education, Pouch F, Juneau, Alaska 99811.* Any further action should be directed to the *Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.*

Disclosure of directory information

CC/S may wish to share directory information concerning students or home teachers with other CC/S families. Names, addresses, or phone numbers may be given to classmates for pen pals, to the Parent Advisory Committee, or to other CC/S families. If you do not want such information released, notify the CC/S office on the enrollment application or in writing no later than one month after enrollment.

Discrimination (Title IX)

It is the policy of Centralized Correspondence Study not to discriminate on the basis of sex, handicap, race, color, religion, marital status, veteran status, or national/ethnic origin in our educational programs, admissions policies, or employment practices. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, and Alaska Statute 44.27.018.

If you have any inquiries or complaints about our policies or practices with respect to Title IX, please write directly to the CC/S superintendent. If your complaint cannot be resolved by the superintendent, you are entitled to contact the *Commissioner of Education, Pouch F, Juneau, Alaska 99811*. Any further action should be directed to the *Director of the Department of Education, Washington D.C.*

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Chapter Four
Elementary Program

Curriculum

The courses included in the curriculum for grades K-6 include reading, language, spelling, math, social studies, science, art, penmanship, health, and physical education.

The courses arrive packed in three large boxes, one for textbooks and lesson plans, one for supplies, and one for P.E. A packing list indicates the items that should be included. If any items are missing, contact your advisory teacher.

The courses are organized into nine units of work. As each unit is completed, the student sends in a "checkup" which consists of tests and samples of daily work for each subject.

Home teacher

The home teacher, usually a parent, is responsible for teaching the student at home. The responsibilities of the home teacher are:

1. To provide a regular place for the student to work.
2. To organize a study schedule that will permit the student to finish the year's course in 9 to 12 months.
3. To direct and correct daily work.
4. To supervise tests.
5. To help the student in all educational study.
6. To mail checkups to the CC/S advisory teacher each month.

The home teacher needs to be constantly available to provide instruction to the student. Teaching elementary children by correspondence study is a *full-time* job. The home teacher must maintain *regular contact* with the CC/S advisory teacher.

Advisory teachers

Centralized Correspondence Study advisory teachers hold teaching certificates from the State of Alaska. Their role is to evaluate student lessons, grade exams, provide supplementary materials for reinforcement or enrichment of learning, and give a final grade in each subject. They prepare lesson plans for each course and suggest ways of individualizing each student's program. Advisory teachers are available to help the home teacher in any way possible. They closely monitor the progress of each student and are in frequent contact with the family.

Supplementary materials

Advisory teachers may be able to provide supplementary materials for enrichment or remedial work, such as maps, reference books, special art materials, and audio-visual materials. Contact your advisory teacher to request items that may be available.

Modified courses

CC/S courses can adapted to a student's individual needs, either for remedial or enrichment purposes. The advisory teacher will contact the home teacher to discuss changes before a course is modified. When a major change is contemplated, the home teacher is asked to sign a form approving the course changes and return it to the CC/S office.

Contact your advisory teacher *any time* course materials do not seem suitable for a student. The advisory teacher may modify course material whenever the student is not making satisfactory progress or needs more challenging work.

Promotion

Students must receive a passing grade (D or better) in each subject to be promoted to the next grade. Also, the work required by the advisory teacher must be sent in according to schedule. The course work is designed to be completed in 9 to 12 months of study. If a student is not able to complete the course in one year's time, special arrangements must be made in advance with the advisory teacher. We send a *Certificate of Completion* to each student who is promoted to the next grade.

When a student is close to completing the course work for the year, the advisory teacher will send a *CC/S Intent Form* to determine whether the student wishes to study with CC/S during the next school year. Students not planning to continue will be withdrawn upon completion of the year's course work.

Chapter Five
Junior High Program

Organization

The junior high program is departmentalized. Each course of study is monitored by a subject area advisory teacher. In addition a junior high advisor will help plan course schedules, monitor academic progress and be available to answer questions and assist students in any way possible.

Curriculum

Students enrolled in 7th or 8th grade complete work in these subject areas: literature, language arts, social studies, spelling, science, math, physical education and art. 7th and 8th grade students may take high school courses to enrich the regular curriculum with approval from the advisory teacher and principal. However, no high school credit is given for these courses when taken in the 7th or 8th grade.

CC/S courses are packed in two large boxes, one for textbooks and lesson plans; the other for supplies and equipment. A packing list indicates the items that should be included. If any items are missing, contact your advisor immediately. The courses are organized into nine units of work. As each unit is completed, the student sends in a "checkup" which consists of tests and samples of daily work for each subject.

Requirements for submission of work

Students are expected to submit work on a regular monthly basis. If a checkup is not received according to schedule, the student will receive a grade of "F". The advisory teacher must then be contacted for instructions for making up this checkup. If the work is not made up, a grade of "F" will be averaged into the student's final grade. Any student receiving three grades of "F" for failure to submit work will be withdrawn from the program and the superintendent of the student's local school district will be notified.

Home teacher

The home teacher, usually a parent, is responsible for teaching the student at home. 7th and 8th grade students should be able to do much of the work independently, but the home teacher must set up the study schedule and arrange a place for organizing books and school supplies. The home teacher is also responsible for helping the student correct the daily work, answering questions, and supervising all tests. The home teacher MUST maintain regular contact with CC/S advisory teachers and send in checkups as scheduled.

Advisory teachers

All CC/S advisory teachers hold teaching certificates from the State of Alaska. The advisory teachers are responsible for providing lesson plans for each course, including individualized materials; reviewing and evaluating student work; giving a final grade for each course; offering help to the home teacher; and providing supplementary materials for reinforcement or enrichment of learning. Advisory teachers maintain regular contact with the student and the home teacher.

Modified courses

CC/S courses can be adapted to a student's individual needs, either for remedial or enrichment purposes. The advisory teacher will contact the home teacher to discuss changes before a course is modified. When a major change is contemplated, the home teacher is asked to sign a form approving the course changes and return it to the CC/S office.

Contact your advisory teacher *any time* course materials do not seem suitable for a student. The advisory teacher may modify course material whenever the student is not making satisfactory progress or needs more challenging work.

Promotion

A junior high student must receive a passing grade (D or better) in each subject to be promoted to the next grade. Also, the work required by the advisory teacher must be sent in according to schedule. The course work is designed to be completed in 9 to 12 months of study. If a student is not able to complete the course in one year's time, special arrangements must be made in advance with the advisory teacher. A *Certificate of Completion* will be sent to each student who is promoted to the next grade.

When a student is close to completing the course work for the year, the advisory teacher will send a *CC/S Intent Form* to determine whether the student wishes to study with CC/S during the next school year. Students not planning to continue will be withdrawn upon completion of the year's course work.

Chapter Six
High School Program

Curriculum and course selection

The Centralized Correspondence Study high school program offers a basic comprehensive curriculum for all students in grades 9-12. The required 9th grade course and some 10th, 11th, and 12th grade courses are taught by CC/S advisory teachers in Juneau. Most courses for grades 10-12, electives, and vocational courses are taught by teachers at the University of Nebraska, American School, or other institutions. All courses and material are provided to the student free of charge.

The CC/S counselor will advise students concerning courses needed for graduation and future career interests.

Home teacher

Each secondary CC/S student must be supervised by an adult home teacher. The home teacher helps arrange a study schedule, oversees the student's work, administers tests, signs test affidavits, sees that lessons are mailed on schedule, and helps the student in any way possible.

Advisory teachers

CC/S advisory teachers hold State of Alaska teaching certificates. There are advisory teachers for each core subject. The advisory teachers are responsible for evaluating student work, offering help to the home teacher, and providing remedial or enrichment materials to reinforce learning. The advisory teachers also grade worksheets and examination papers and give a final grade for the course.

Counselor

The CC/S counselor helps students plan the high school courses they need for graduation and explore future career and educational opportunities. The counselor also monitors the progress of students who are taking courses from the University of Nebraska and the American School, sees that all students submit work according to schedule, and counsels students in any area affecting their academic performance.

Study conditions and schedule

Successful completion of high school by correspondence study requires more time and discipline than by regular public school. Each one-semester course is designed to require at least one hour of study per day, five days a week, for the semester. The CC/S counselor will help the student set up a study schedule.

In addition to a realistic schedule, the secondary student needs the following to make learning by correspondence a success:

1. A place to organize and store books and supplies.
2. A quiet place with good lighting to study.
3. A commitment to learning by correspondence study.

Test affidavits

Each time a test is taken, CC/S requires an affidavit indicating that the home teacher has monitored the student during the testing period. We provide forms for this purpose. **The affidavits must be signed by the home teacher in order for the examination to be considered valid.** Enclose the signed affidavit form with each test sent to Centralized Correspondence Study, the University of Nebraska, or the American School.

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Diploma and graduation requirements

A student wishing to earn a high school diploma from CC/S must meet the following minimum requirements for graduation:

For students who will graduate between July 1, 1981 and July 1, 1984 subject area requirements are:

English	3 units of credit
Social Studies	2.5 units of credit (½ unit in civics and a total of 2 units in the areas of world history, U.S. history, Alaska history or geography)
Math	2 units of credit
Science	2 units of credit
Physical Education	1 unit of credit (½ unit in physical conditioning)
Career Education	1 unit of credit (½ unit in career planning; ½ unit in the areas of career exploration or vocational education)
Electives	7.5 units of credit
TOTAL	19 units of credit

For students who will graduate after July 1, 1984 , subject area requirements are:

English	4 units of credit
Social Studies	3 units of credit (in civics, world history, U.S. history, Alaska history or geography)
Math	2 units of credit
Science	2 units of credit
Physical Education	1 unit of credit (½ unit in physical conditioning)
Career Education	1 unit of credit (½ unit in career planning; ½ unit in the areas of career exploration or vocational education)
Electives	6 units of credit
TOTAL	19 units of credit

Each one-semester course earns ½ unit of credit. Full year courses earn one unit of credit each.

Transfer students

A student must earn a minimum of two credits from CC/S in order to graduate through the CC/S program. These courses cannot be dual enrollment or contract courses.

Other ways to earn credits

In addition to courses taken from Centralized Correspondence Study, the University of Nebraska, American School, and other independent study schools, the following options are offered:

Learning contracts — Independent study through a student learning contract may be arranged for any student who has completed at least one semester of work with CC/S and has demonstrated an ability to work independently. A contract is a signed agreement between the student, the home teacher, and the advisory teacher to complete a certain set of objectives within a certain period of time. Contracts are available in many subject areas (see page 23). For more information on the learning contracts, please contact the CC/S counselor.

Work experience — Some credit may be earned for work study experience if prior arrangements are made with CC/S. Students who are employed and want to earn credit for their work experience should request the *Work Experience* learning contract from the CC/S counselor. Some work experience and apprenticeship training programs are offered through the CC/S office. The counselor will inform students of these program offerings.

Dual enrollment — Credits from other accredited institutions may be accepted for high school credit upon prior approval by CC/S. Students may take college courses while attending CC/S. One-half credit from CC/S will be given for each three-hour college course completed and passed. Students wishing CC/S credit must obtain approval from the counselor prior to enrolling in a college course. Credit for college courses less than three hours will be determined by the administration.

Advanced placement — Superior students may take advanced placement courses through the University of Nebraska which will be accepted by some colleges and universities for college credit, as well as for earning high school credit. Write to the counselor for more information.

Additional opportunities — Students may have an opportunity to participate in activities requiring travel according to the current year's budget. Specific criteria are used for selecting students for the following programs:

RSVP — Junior and senior high school students living in rural communities may participate in the Rural Student Vocational Program. For participation in a two-week work experience in the areas of business, distributive education, occupational home economics, health, trades and industry, or agriculture, students may receive ½ credit in career education.

Fine Arts Camp — Students with abilities in the fine arts areas of creative writing, dance, music, drama, or visual arts may apply to participate in either the Southeast Alaska Regional Arts Council Fine Arts Camp at Sitka or the Alaska Fine Arts Camp at Kings Lake. If a student is chosen to participate and successfully completes the camp, he/she will recieve ½ elective credit.

Close Up — Each year at least one student is chosen to attend National Close Up in Washington, D.C. and Alaska Close Up in Juneau. The representative attends seminars, lectures, and workshops involved with government. He/she may then receive ½ credit in social studies.

Alaska Skill Center — (12-week course - 1½ credits) (24-week course - 3 credits)
Students interested in vocational training may earn CC/S credit while attending the Alaska Skill Center. Selection for training at the Center will be based upon the following criteria:

1. The student must be a senior who has been enrolled in CC/S for at least two full semesters.
2. The student must have achieved a C grade average and proven to be a responsible student.

3. The student has displayed interest in vocational courses offered through CC/S.
4. The student has chosen a career in a specific vocational area offered by the Alaska Skill Center.

Educational television — Students may choose courses from Learn Alaska Instructional Television Network programs. These courses are offered through regular television broadcasts or through cassette taped programs if the student has video equipment. Prior approval from the advisory teacher and the principal is required for these courses. A programming catalog is available from Learn Alaska, Department of Education, Pouch F, Juneau, Alaska, 99811.

Minimum yearly requirements

Students are expected to earn 2½ units of credit (five ½-unit courses) per semester, or 5 units of credit per school year.

Time limit for courses

Half-credit (one semester) courses are designed to be completed in 4½ months. Full-credit courses should be completed within 9 months. Students who anticipate taking longer to complete courses should contact the counselor to make prior arrangements. If any course taken from the University of Nebraska is not completed within one year, a $20.00 reinstatement fee, payable to the University of Nebraska, is assessed the student. Payment of the fee will continue enrollment in the course for another year or until completion.

Regular submission of secondary course work

Students are expected to submit work regularly, according to each course schedule, and to complete one semester's worth of work in one semester (4½ months). To help students keep on track in each course, these procedures are followed:

CC/S courses — Upon enrollment, the advisory teacher for each course will send a schedule for completing each unit. This schedule may be changed if the course is not received on time or the student is on vacation. However, it is up to the student to notify the advisory teacher immediately so that appropriate changes can be made in the schedule. If a lesson is not received on time, a grade of "F" will be sent for the unit missed. It is then up to the student to contact the advisory teacher about the possibility of making up the missed unit.

If three lessons are missed, resulting in grades of "F" for those units, the student will receive an "F" for the course, and the "F" will be recorded on the student's transcript. If, at some point in the future, the student wishes to take the same course again, special permission of the CC/S counselor is required.

University of Nebraska and American School courses — Each course from the University of Nebraska has a suggested course schedule printed in the manual for the supervisor of the course. The student should use this schedule as a guide for sending in lessons. The American School courses are either one credit (a full year's course designed to be completed in 9 months) or one-half credit (designed to be completed in 4½ months). The student should pace his or her lessons in the American School courses appropriately in order to complete the course in the recommended amount of time.

If a student fails to submit a lesson within three months after receiving a course or if three months elapse between lessons submitted, the student will receive an "F" for the course; the "F" will be recorded on the student's transcript; and the appropriate school will be notified. If the student wishes to take the course again at some point in the future, special permission of the CC/S counselor is required.

Drop procedure for individual courses — A student wishing to drop a course without penalty of a grade of "F" must notify the counselor within one month of receiving the course. The student's home teacher must also approve any changes. After one month, permission from the counselor is necessary to drop a course without penalty.

Dropped from CC/S — A student who is dropped from the CC/S rolls, for failure to turn in work as scheduled, will receive an "F" on his or her transcript for all courses not completed.

Withdrawal from CC/S — A student who withdraws from CC/S to attend another school will be given a grade of "W" on his or her transcript for all courses not completed. A withdrawal form indicating the amount of work completed and the average grade at the time of withdrawal will be sent to the new school along with the student's transcript upon the written request of the student's parent, the student's guardian or the student, if over 18.

Language placement exams

Language placement exams are available for German, Spanish, or French courses from the University of Nebraska. A student having a conversational background in these languages must take the placement exam before ordering a course. After evaluating the exam, the University of Nebraska high school instructor will make a recommendation for proper placement.

Transcripts and grades

The CC/S registrar maintains permanent records for each student. The student receives a *Course Completion Notice*, indicating the final grade and credit(s) earned, for every course successfully completed. The course, grade, and credit(s) are also entered on the student's transcript.

Students graduating from CC/S receive copies of their final transcript. To have a transcript forwarded to a college, university, scholarship contest, employer, etc., send a written request (signed by a parent or guardian if the student is under 18) to the CC/S registrar. Be sure to include the full name and address of the institution to which the transcript will be sent.

Students who withdraw from CC/S and wish to have a transcript forwarded should send a written request (signed by a parent or guardian if the student is under 18) to the CC/S registrar.

College and vocational training

The CC/S counselor can provide current information about colleges, loans, scholarships, vocational training, and career choices. Aptitude testing and vocational interest inventories are also available.

Junior and senior high school students may elect to take the PSAT/SAT or ACT tests for college placement. Please contact the CC/S counselor for registration material and additional information.

Career information

The Alaska Career Information System (AKCIS) is available to CC/S students. The counselor can help you find answers to the following questions through AKCIS:

What occupations match interests and abilities?
What are the functions and duties of a particular occupation?
What are the working conditions?
What are the wages and fringe benefits?
What skills and aptitudes are necessary?
Where can I go to develop the skills and obtain training in Alaska?
What is the long-range job outlook?

Chapter Seven
High School Course Descriptions

Types of courses offered

Centralized Correspondence Study Courses – These are the courses prepared and taught by CC/S advisory teachers in Juneau.

University of Nebraska and American School Courses – CC/S students take electives from the University of Nebraska, the American School, or other independent study agencies. Most of these courses are taught by teachers at the respective schools; some may be taught by CC/S teachers. **There is no charge to the student for the courses.**

CC/S Contract Courses – A contract is a signed agreement between the student, a supervisor (usually the home teacher) and the CC/S advisory teacher to complete a certain set of objectives in a certain period of time. Student contracts enable each student to explore subjects according to individual skills, desires, and aptitudes. To be eligible for credit-by-contract, a student must have completed at least one semester of high school work with CC/S and have demonstrated an ability to work independently.

Eligible students may choose to complete one contract each semester of the school year, or during the summer, for a total of 1 credit (2 contracts) per year.

Most of the contracts are for ½ credit and are designed to be completed in one semester (4 to 4½ months). Students should plan to spend at least 1 hour daily on their contract courses.

Each contract specifies which course materials will be provided by CC/S. Students are expected to provide any other materials needed to complete the contract. Any private lessons are to be paid for by the student or family.

It is important to have a properly qualified supervisor for many contracts, since the supervisor is the person who works with the student on a daily basis. The function of the CC/S advisory teacher in contract situations is to provide the contract outline and oversee the progress of the student.

MATHEMATICS

Students who lack a sound foundation in arithmetic should take Basic Math before any other mathematics course.

Students who are interested in math for practical purposes will probably wish to take General Math. This course may be followed by Business and Consumer Math.

College preparatory students will find it advantageous to study subjects in this sequence: Algebra I, Geometery, Algebra II, Trigonometery, Solid Geometry, and/or Precalculus. Those who plan to enter the field of mathematics, engineering, architecture, or science will want to study mathematics for three and possibly four years in high school. Students who are interested in accelerating the pace of their study may be interested in taking Analytic Geometry and Calculus.

Basic Math

(First semester, ½ credit)
This course is designed for students who need much additional work in learning and strengthening basic computational skills. Diagnostic tests allow the student to skip those sections that she/he has already mastered. The first semester emphasizes operation on whole numbers, decimals, measurement, and the metric system. Applications of math to career and consumer topics are included. Grades 9-12. *(CC/S course)*

Basic Math

(Second semester, ½ credit)
This is a continuation of Basic Math (semester 1). Skills covered include operations on fractions, ratio and proportions, percents, statistics, geometery, and equations. Application of math skills to money management, insurance, taxes, and other consumer applications are stressed. Grades 9-12. *(CC/S course)*

General Math

(First semester, ½ credit)
This course is designed for students who want a general review of math skills and applications. Students will review and strengthen computational skills in whole numbers, decimals, and fractions. Measurement and the use of the metric system is also reveiwed. Much emphasis is placed on problem-solving skills and applications of math to career and consumer topics. Grades 9-12. *(CC/S course)*

General Math

(Second semester, ½ credit)
This course is a continuation of General Math (semester 2). Skills reviewed this semester include ratio, proportion, percent, geometry, probability, and statistics. Problem-solving skills and applications continue to be emphasized. Grades 9-12. *(CC/S course)*

Business and Consumer Mathematics H-MA009X

(First semester, ½ credit)
The student will develop arithmetic skills that apply to common business activities, operations, and transactions. The topics include whole numbers, fractions, decimals, percents, ratios, proportions, basic statistics, graphs, discounts, merchandising, bank services, and interest. Grades 10-12. *(Nebraska course)*

Business and Consumer Mathematics H-MA010X

(Second semester, ½ credit)
The topics presented are installment financing, charge accounts, taxes, automobile ownership, budgeting, stocks, bonds, home financing, and homeowner's insurance *(Nebraska course)*

Algebra I H-MA031A

(First semester, ½ credit)
This is the first semester of a first year algebra course designed to acquaint the student with basic algebraic concepts such as integers, linear equations, linear inequalities, factoring and rational expressions. Recommended for college-bound students. Grades 9-12. *(Nebraska course)*

Algebra I H-MA032A

(Second semester, ½ credit)
This course is a continuation of Algebra I, covering material found in the later chapters of the text. It provides instruction in linear sentences, algebra in a plane, linear systems, functions, fractional equations, real numbers, equations with real solutions and plane trigonometry. Grades 9-12. *(Nebraska course)*

Geometry H-MA033N

(First semester, 1/2 credit)
Prerequisite - One year of algebra.
Both plane geometry and coordinate geometry are presented. Topics covered include definitions of geometric terms, assumptions, theorems, congruence of triangles, perpendicularity, and parallelism. The course is carefully planned so that students develop a solid, step-by-step understanding of basic geometric assumptions before they study more complex concepts. *(Nebraska course)*

Geometry H-MA034N

(Second semester, 1/2 credit)
The main topics covered include space geometry, non-Euclidean geometry, similar triangles, coordinate geometry, vector geometry, the circle, the locus, and inequalities. *(Nebraska course)*

Algebra II H-MA035A

(First semester, 1/2 credit)
Prerequisite: One year of beginning algebra.
Such concepts as integers, polynomials, factoring, rational expressions, real numbers, equations, and inequalities are presented and related to practical problems encountered in daily living. *(Nebraska course)*

Algebra II H-MA036A

(Second semester, 1/2 credit)
Logarithms and trigonometry are presented in depth. Included is the study of conic sections, progressions, and series, trigonometric functions, graphing, and problem solving. The subject matter provides a good foundation for the future study of mathematics as well as for chemistry, physics, and other mathematically related subjects. *(Nebraska course)*

Trigonometry H-MA037A

(1/2 credit)
Prerequisite: Two years of algebra and one year of geometry.
A proper balance between analytical and numerical aspects of trigonometry is maintained in this course. The materials are designed to meet the needs of high school students, but they are sufficiently rigorous to prepare the students for college mathematics. *(Nebraska course)*

Solid Geometry H-MA039A

(1/2 credit)
Prerequisite: Two years of algebra and one year of geometry.
The elements of three-dimensional geometry are introduced. Spatial concepts are carefully developed and the student will apply the relationships of figures in one plane to figures in more than one plane. Formal proofs are kept to a minimum to allow time for many numerical problems. *(Nebraska course)*

Precalculus H-MA041A

(First semester, 1/2 credit)
Prerequisite: Two years of algebra.
This course bridges the gap between advanced algebra and calculus. It includes a study of advanced algebra with an emphasis on functions and the analytic aspects of trigonometry. Drawings and graphs are presented frequently to clarify essential mathematical principles. *(Nebraska course)*

Precalculus H-MA042A

(Second semester, 1/2 credit)
The topics include a concise study of analytic geometry, inequalities, probability, and descriptive statistics. *(Nebraska course)*

Analytic Geometry and Calculus H-MA051A

(First semester, 1/2 credit)
Prerequisite: A substantial background in algebra and trigonometry.
This course gives emphasis to differential and integral calculus with enough applications for the study to be meaningful. This course is primarily for seniors. Enrollment for this Advanced Placement course must be accompanied by written approval of the high school superintendent, principal, or guidance counselor. *(Nebraska course)*

Analytic Geometry and Calculus H-MA052A

(Second semester, 1/2 credit)
This is a continuation of the first semester course. Mathematics 051A. Enrollment for this Advanced Placement course must be accompanied by written approval of the high school superintendent, principal, or guidance counselor. *(Nebraska course)*

Computer Skills
(1/2 credit)
Prerequisite: Algebra I.
Using an appropriate text, the student will be introduced to computer programming in the BASIC language. An approved number of programs of increasing difficulty will be completed by the student. Access to a computer is preferable, but not absolutely necessary. *(CC/S course)*

Budget and Family Finance
(1/2 credit)
With selected references, the student will research at least 4 areas of family finance and record keeping. Areas include constructing and using a budget, keeping a checking account, using credit cards, comparative shopping, and completing income tax returns. Appropriate projects will be required for each area of family finance studies. *(CC/S course)*

Metric System
(1/2 credit)
With selected reference materials the student will research and prepare a short report on the history and uses of the metric system today. The student will demonstrate ability to measure length, weight, capacity, and temperature by completing selected worksheets or workbooks. In addition, the student will prepare an in-depth report examining costs and problems the U.S. might encounter in converting to the metric system, and complete an approved number of projects in which all materials are measured in metric units. These projects could include sewing, woodworking, cooking and recipes, etc. *(CC/S course)*

ENGLISH

Basic English A
(First semester, 1/2 credit)
Basic English A is a beginning course which concentrates on the progressive development of grammar skills and reading comprehension. Emphasis is focused on the sentence, from simple to complex, capitalization, punctuation and other basics. Grades 9-12. *(CC/S course)*

Basic English B
(Second semester, 1/2 credit)
This course is a continuation of Basic English A with a primary focus on written expression. Major topics covered are paragraph writing, interpretation of literature and other practical applications of writing skills. Grades 9-12. *(CC/S course)*

Improvement of Reading Skills H-EN003A
(First semester, 1/2 credit)
The purpose of this course is to help students improve their reading capability. Emphasis is placed on learning the meaning of words from context; recognizing roots, prefixes, and suffixes; pronouncing words correctly; using a dictionary; and reading in thought groups. Identification of central ideas of sentences and paragraphs is also stressed. Readings from an anthology and exercises in a workbook provide interesting material for practice in the basic reading skills. Grades 10-12. *(Nebraska course)*

Improvement of Reading Skills H-EN004A
(Second semester, 1/2 credit)
This course is designed for the student who recognizes the need for reading improvement beyond the work given in the first semester reading skills course. The reading anthology and the exercise workbook gradually advance in difficulty to increase the student's reading capability. Grades 10-12. *(Nebraska course)*

Guided Reading H-EN005A
(First quarter, 1/4 credit)
This half-semester course is intended to foster in students the desire to read and the ability to express their ideas about what they read. Students will read the three books listed below and two books described in the annotated book list in the syllabus. The themes of the books appeal to the interests and concerns of teenagers. Although the reading material is not difficult, the books have literary merit. The books are *Pistol*, *Rascal* and *Sounder*.

There is a supervisor's manual for this course, but there are no tests. Grades 11-12. *(Nebraska course)*

Guided Reading H-EN006A

(Second quarter, ¼ credit)

This half-semester course is similar in design and intent to English 005A. Students will read the three books listed below and two books described in the annotated book list in the syllabus. The books are somewhat more difficult than those for English 005A, and students will be expected to demonstrate a somewhat higher level of comprehension and insight. The books are *When the Legends Die*, *The Sundowners* and *The Contender*.

There is a supervisor's manual for this course, but there are no tests. You must take both Guided Reading courses. Grades 11-12. *(Nebraska course)*

Business English H-BE011A

(½ credit)

The student should have some knowledge of basic grammar before enrolling in this course. The course emphasizes the common language skills necessary to good expression in business communications, such as letters. Coherent writing, unity of thought, sentence structure, and vocabulary building are stressed. Grades 11-12. *(Nebraska course)*

The Short Story H-EN009A

(½ credit)

The form of the short story is the central theme of this course. As students read the assigned stories, they will study such aspects of form as plot, character, and theme. Grades 11-12. *(Nebraska course)*

The following English courses are strongly recommended for students planning to attend a college or university.

Ninth Grade English H-EN031A

(First semester, ½ credit)

In this course the student learns to appreciate literature through reading short stories, poems, plays, and biographies. In addition, the student studies the fundamentals of grammar and composition. Grade 9. *(Nebraska course)*

Ninth Grade English H-EN032A

(Second semester, ½ credit)

This course is a continuation of English I. It deals with five types of literature selected from British and American works: the short story, poetry, the novel, essays and sketches, and drama. For one unit, the student will elect to study some of Shakespeare's poetry and *Romeo and Juliet* or *The Odyssey*. Students will also consider several important aspects of grammar and composition. Grade 9. *(Nebraska course)*

Tenth Grade English H-EN033A

(First semester, ½ credit)

Three types of literature are considered in this course: the short story, the essay, and the biography. Selections from British, American, and world literature are included. Instruction in grammar, with emphasis on spelling, capitalization, punctuation, and paragraph construction, is also presented. *(Nebraska course)*

Tenth Grade English H-EN034A

(Second semester, ½ credit)

In this course students will study poetry, drama, the novel, and Arthurian legend. The selections include poetry by Wordsworth, Whitman, Dickinson, Frost, and many others; Shakespeare's *Julius Caesar*; Shaw's *Arms and the Man*; and Wilder's *The Bridge of San Luis Rey*. The course also provides grammar instruction, with emphasis on parts of speech and sentence construction. *(Nebraska course)*

Eleventh Grade English H-EN035A

(First semester, ½ credit)

Students are introduced to twentieth century American literature in this course. They will read and analyze fiction, nonfiction, poetry, and drama by some of the best-known American authors of the century. Students are required to report on a novel of their own choice. The course also gives students the opportunity to improve their grammar and composition skills through study of vocabulary, capitalization, punctuation, parts of speech, and methods of paragraph development. *(Nebraska course)*

Eleventh Grade English H-EN036A

(Second semester, ½ credit)

The historical development of American literature from the colonial period through the nineteenth century is the central focus of this course. Students will read and analyze selections by outstanding American authors, such as *The Red Badge of Courage* by Crane. They are required to read and review a novel of their own choice. Instruction in grammar and composition, with emphasis on parts of speech, sentence construction, and methods of paragraph development, is also provided. *(Nebraska course)*

Twelfth Grade English H-EN037A

(First semester, ½ credit)

Students who take this course will gain an understanding of the historical development of English literature from the Anglo-Saxon period through the eighteenth century. They will study *Macbeth* by Shakespeare as well as many other selections by major English authors, and they will read and review an English novel of their own choice. Students will have the opportunity to improve their language skills by reviewing parts of speech and parts of the sentence; by analyzing the construction of compound, complex, and compound-complex sentences; and by studying other topics related to effective writing. *(Nebraska course)*

Twelfth Grade English H-EN038A

(Second semester, ½ credit)

In this course students will further their understanding of the historical development of English literature as they read selections by major authors of the Romantic Age, the Victorian Age, and the twentieth century. They are required to read and review an English novel of their own choice. Instruction and practice in punctuation, capitalization, and diction is provided to help students improve their language skills. *(Nebraska course)*

The American Short Story H-EN011N

(Advanced course, ½ credit)

The primary objectives of this course are to familiarize students with the basic literary elements of short stories and to provide students with techniques for an experience in analyzing short stories. The secondary objective is to help students understand the development of the American short story over the past 150 years through analysis of stories that exemplify the characteristics of the Romantic, Realistic, Naturalistic, and Modern periods. Recommended for above average students. Grades 11-12. *(University of Nebraska course)*

The Novel H-EN015A

(Advanced course, ½ credit)

This is an enrichment course for students who wish to develop an appreciation of the novel as a literary genre and who desire guidance in the reading of novels by British and American authors. Students will examine such literary elements as setting, plot, character, theme, point of view, and symbolism in the context of the six novels assigned. In addition, students are required to read two novels selected from a recommended list in the syllabus. Grade 12. *(Nebraska course)*

Poetry H-EN021A

(Advanced course, ½ credit)

Poetry is a form of art which anyone can learn to appreciate and enjoy. In this course the student will be exposed to many different kinds of poetry—the frivolous and the serious. In the process of studying various poetic techniques, the student will learn how to read poems, how to analyze them, and how to interpret them. Recommended for above average students. Grade 12. *(University of Nebraska course)*

Composition I H-EN023N

(Advanced course, ½ credit)

Students will follow a step-by-step process in learning to write unified, coherent papers. They will also study effective uses of language and methods of connecting ideas. In addition, they will review usage, punctuation, and capitalization.

There are no textbooks with the course. The syllabus and key provide all of the instruction necessary for a student to complete the course successfully. The *Key to Practice Exercises and Self-Check Tests* is a vital component of the course. It provides extensive explanation about answers to self-study material. Grades 11-12. *(University of Nebraska course)*

Journalism H-EN025A

(Advanced course, 1/2 credit)

This course is designed to help students develop an understanding of journalism and skill in writing for a newspaper. It provides factual information about and practice in writing news stories, interviews, editorials, feature stories, and sports coverage. It also introduces students to the essentials of copyreading, proofreading, writing headlines, and page makeup. The goal of writing accurately, simply, and forcefully is emphasized. Grades 11-12. *(University of Nebraska course)*

Creative Writing

(1/2 credit)

Using examples from the works of professional writers and those of other students, the student will write a specified number of original works of prose and/or poetry. Grades 11-12. *(CC/S contract course)*

Alaskan Literature

(1/2 credit)

From an annotated bibliography of Alaskan literature, the student will select eight titles and will complete reports on each of the eight titles. Grades 11-12. *(CC/S contract course)*

Poetry

(1/2 credit)

Using a study guide, the student will demonstrate a knowledge of poetic devices and style by completing assigned worksheets and by writing original poetry. The student will also read two to five volumes of poetry and describe styles of at least three poets. Grades 11-12. *(CC/S contract course)*

SCIENCE

Two credits of science are required for high school graduation. It is recommended that college bound students take Physics and/or Chemistry in addition to Biology and Alaska Science or Health Science. Students not planning to attend college should complete the Biology and Health Science or Alaska Science.

Alaska Science I

(First semester, 1/2 credit)

Alaskan Safety and Survival consists of basic Red Cross first aid, practice in survival techniques, and information about how to keep alive in wilderness emergencies.

Physics, Geology, and Meteorology of Alaska teaches basic physics concepts (matter, force, motion) as well as identification of Alaskan rock and geological features and weather patterns. Grades 9-12. *(CC/S course)*

Alaska Science II

(Second semester, 1/2 credit)

Alaska Marine Biology covers the taxonomy, life cycle, and behavior of Alaska marine organisms, the study of plant and animal kingdoms, and Alaska marine environment. Dissection of several specimens will be required.

Alaska Ecology and Environment explains animals and plants which form basic Alaskan communities and man's effect on them. Grades 9-12. *(CC/S course)*

Health Science H-S1001A

(First semester, 1/2 credit)

Health Science introduces students to medically accepted means of promoting physical and mental well-being. Among the subjects addressed are grooming, emotional health, drug abuse, and the functions of the nervous and endocrine systems. Students will become familiar with the language used to describe the vital aspects of personal health. Grade 9. *(Nebraska course)*

Health Science H-S1002A

(Second semester, 1/2 credit)
(May be taken without first semester).

This course will expand the student's understanding of basic human physiology as it applies to health practices. Topics covered include exercise and fatigue; nutrition; the digestive, respiratory, and circulatory systems; infections and chronic disease; public health and the medical profession; and human sexuality. Grade 9. *(Nebraska course)*

Biology I

(First Semester, ½ credit)

This course presents a broad overview of a scientific understanding of life with a major emphasis placed on helping students understand the methods of science. Two main themes are emphasized; the social applications of scientific findings and how they influence the way we see ourselves and our universe. Grades 10-12. *(CC/S course)*

The first semester starts with what is most familiar; individuals, their relationships with others and with their environment. This is followed by a survey of the many kinds of plants and animals in the world. The semester ends with descriptions of life; in the microscopic world, on land, in water and that which is now extinct. Grades 10-12. *(CC/S course)*

Biology II

(Second semester, ½ credit)

The student will examine the structures and functions within individuals, then look at behavior, heredity and evolution. Several views of evolution will be presented allowing students to come to their own conclusions. The course is summed up with a look at humans in the web of life. Grades 10-12. *(CC/S course)*

Basic Electricity and Electronics H-SI009A

(One semester, ½ credit)

In this introductory course students will gain a broad, general understanding of electrical and electronic phenomena and devices and develop an appreciation for the role that electricity plays in their lives. Topics include: static electricity and electron theory; electrical circuits and circuit diagrams; magnets and electromagnetism; resistance, capacitance, and inductance; electric motors and generators; chemical cells and other power sources; electron tubes and semiconductors; and a variety of common electrical and electronic devices. Grades 9-12. *(University of Nebraska)*

Chemistry H-SI031A

(First semester, ½ credit)

Upon successful completion of this course, students will have developed an understanding of two important concepts: 1) the scientific principles and procedures followed by scientists, and 2) the power and limitations of scientific method. Students will study such topics as chemical equations, the ideal gas law, atomic structure, energy changes in chemical reactions, and reaction rates.

It is recommended that students perform the laboratory experiments. In order to complete the experiments, students will need access to a laboratory in a local school or another facility that has equipment and chemicals. The experiments must be performed under the direction of a supervisor. This course has been planned to allow students who cannot actually perform the experiments to gain experience in handling laboratory data and reports. When ordering this course, be sure to inform the counselor whether or not you will be able to perform the laboratory experiments. Grades 11-12. *(University of Nebraska course)*

Chemistry H-SI032A

(Second semester, ½ credit)

The major topics covered in this course are equilibrium and solubility, acid-base and oxidation-reduction reactions, electron energy levels and transitions, molecular structure and bonding, and organic and transition-element chemistry. As in the first semester course, the laboratory experiments are an important part of the course and are recommended for all students who have access to the necessary facilities. Students should inform the counselor if they will have laboratory facilities. Grades 11-12. *(University of Nebraska)*

Physics H-SI035A

(First semester, ½ credit)

Prerequisite: One year each of algebra and geometry.

Physics represents a continuing effort on the part of mankind to solve problems, to answer questions, and to interpret experience in a logical way. This course uses historical examples and common phenomena to illustrate the questions raised by physicists and the methods used to answer them. As students consider the concepts of motion, force, vectors, work, and heat, they will carry out simple experiments which will allow them to observe the physical phenomena related to these concepts. They will also study the unity of electricity and magnetism. Grades 11-12. *(University of Nebraska course)*

Physics H-SI036A

(Second semester, ½ credit)
The investigation of the questions raised by physicists and the methods used to answer those questions begun in first semester Physics is continued in this course. Students will study energy, kinetic theory, electostatics, optics, and the particle and wave nature of light. In the process, they will carry out simple experiments which permit them to directly observe the physical phenomena associated with the concepts under examination. Grades 11-12. *(Nebraska course)*

Alaska Botany

(½ credit)
Prerequisite: Completion of 2 credits in science.
Using a number of CC/S provided texts and field guides, the student will complete a general overview of botany, then prepare a plant collection of at least 30 local species. Grades 11-12. *(CC/S contract course)*

Alaska Zoology

(½ credit)
Prerequisite: Completion of 2 credits in science.
From an annotated bibliography, the student will read at least 8 sources dealing with animal life. The student will perform an experiment and/or prepare a research paper. Grades 11-12. *(CC/S contract course)*

Gardening

(½ credit)
Prerequisite: Completion of 2 credits in science.
The student will correspond with state gardening authorities and study other suggested materials to determine proper gardening methods for the local area. The student will then keep accurate records of the progress of a garden of at least six different varieties of food from ground preparation to harvest. This contract will extend through the growing season, and should be started in early spring. Grades 11-12. *CC/S contract course)*

Livestock Raising

(½ credit)
Prerequisite: Completion of 2 credits in science.
Following 4H and other resource materials, the student will determine the best methods for raising a selected animal(s) to maturity. The student will then keep a log of all facets of raising the animal. Suggested animals are: poultry, rabbits, goats, sheep, cattle or horses. This contract may be performed over a period of one year. Grades 11-12. *(CC/S contract)*

Salmon Aquaculture

(½ credit)
Prerequisite: Completion of 2 credits in science.
Using a variety of suggested source materials, the student will prepare a paper on the present realities and future possibilities of salmon aquaculture in Alaska. If possible, practical experience with or observation of fish raising will be included. Grades 11-12. *(CC/S contract course)*

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SOCIAL STUDIES

Alaska Studies I

(First semester, ½ credit)

This course deals with the geography and resources of our state. It uses a variety of resources and materials and should be of interest to every Alaskan student. Grades 9-10. *(CC/S course)*

Alaska Studies II

(Second semester, ½ credit)

This course is independent of Alaska Studies I and can be taken by itself. The course covers exploration of Alaska to statehood and Alaska Native cultures. Grades 9-10. *(CC/S course)*

Civics

(One semester, ½ credit)

This course explores the basic functions of American government on city, state, and federal levels. Besides working through a text, students will investigate current topics such as women's rights, gun control, party politics, and recent Supreme Court decisions. Grade 12. *(CC/S course)*

World Geography H-SS021A

(First semester, ½ credit)

Elements of global physical geography are presented as factors that affect human relationship to the environment. Topics include climate, natural resources, landforms, vegetation, and their relationships to human occupation and settlement. Students will become familiar with time zones, the earth grid, basic cartography, and map interpretation. Grades 9-10. *(Nebraska course)*

World Geography H-SS022A

(Second semester, ½ credit)

Students will apply the practical knowledge of physical geography gained in the first semester course to the study of modern geography. The growth of civilization and concomitant developments in the areas of manufacturing, trade, transportation, and communication are introduced as factors which have contributed to the economic and political interdependence of nations. The geography of both developed and underdeveloped nations is explored in detail. Grades 9-10. *(Nebraska course)*

Kaleidoscope

(One semester, ½ credit)

This course is a many-faceted look at the world through current events. A variety of weekly magazines consisting of *Newsweek, Time, U.S. News and World Report* will be used. The student will complete two analytical reports per week: one on an international subject occurring that week and one on a domestic subject covered in that issue. Approval from the counselor must be obtained before enrolling in this course. Grade 12. *(CC/S course)*

Sociology H-SS003N

(One semester, ½ credit)

Sociology is the study of the behavior of people in a group. In this course students will study the social development of individuals in a society, and they will consider the effects that culture, language, and status have on this social development. Special attention is given in this course to mechanisms of social control and to forces of social change. Through the analysis of such social institutions as the family, government, church, and school and through the examination of such contemporary social problems as poverty, urban decay, delinquency, and discrimination, students will develop an understanding of the characteristics of social interaction in a complex, modern society. Grades 11-12. *(Nebraska course)*

Psychology H-SS007A

(One semester, ½ credit)

This introduction to psychology covers a broad range of topics, including learning processes, the development of personality, mental and emotional problems, the psychology of group behavior, and social attitudes. Study of these topics will help students to develop an awareness and an understanding of the many forces that influence their behavior. Grades 11-12. *(Nebraska course)*

World History H-SS031A

(First semester, ½ credit)

Emphasis on the history and cultures of both the Western and non-Western worlds is an important feature of this course. Special attention is given to the civilizations that developed in India, China, Africa, and Latin America from ancient to recent times. The account of Western development begins with the ancient civilizations of the Middle

East, Greece, and Rome; continues with the political, social, and economic developments in the Middle Ages; and concludes with the changes that occurred during the Age of Discovery, the Age of Absolutism, and the Age of Reason. The contributions which each culture made to world civilization are stressed. Grades 10-11. *(Nebraska course)*

World History H-SS032A

(Second semester, ½ credit)
The history of the Western and non-Western worlds from about 1750 to the present is the subject of this course. The social and political upheavals which revolutionized Western civilization and signaled the end of absolutism are examined first, and then the consequent growth of democracy and nationalism is considered. Considerable attention is given to the causes and effects of the Industrial Revolution, the "new" imperialism, and the two world wars. The course concludes with a discussion of postwar problems and recent developments that have worldwide impact. Grades 10-11. *(Nebraska course)*

American History H-SS033N

(First semester, ½ credit)
The history of the United States from the European background to settlement through the Civil War is presented in this course. Students begin by examining the definition of history and its value. The readings stress important themes and events and include excerpts from the primary sources of each period considered. Self-check exercises are used as a device to reinforce the facts and issues presented in the readings and in the syllabus material. An emphasis on social history is an important feature of this course. Grade 11. *(Nebraska course)*

American History H-SS034N

(Second semester, ½ credit)
This course traces the major historical developments in the United States from 1865 to the present. Students will examine the causes and effects of the Industrial Revolution, immigration, reform movements, the two world wars, and other historical phenomena that have influenced American society since the Civil War. The readings include excerpts from primary sources. Social history is emphasized throughout the course. Grade 11. *(Nebraska course)*

Alaska Government

(½ credit)
Student will study several required texts or articles, and will write an in-depth report on the three branches of state government. There must be documented involvement in at least one political or decision-making process. Grades 11-12. *(CC/S contract course)*

Alaska Government Mini-Course

(½ credit)
This course is based on participation in Alaska Close Up. It is a one week session in Juneau, organized on a seminar format. Through seminar participation, students will learn how they can become involved in our state government. A research paper will be written on a particular bill that is active in a legislative session. Grades 11-12. *(CC/S contract course)*

Alaska History Research Project

(½ credit)
Prerequisite: Alaska Studies I & II
From an annotated bibliography, the student will select at least 8 sources, and complete in-depth research papers about two periods or topics of Alaska History. The student will use local newspapers, pictures, interviews and other approved sources to compile the history of the local area. Grades 10-12. *(CC/S contract course)*

Student Travel

(½ credit)
To complete this contract, the student must participate in a trip of at least three weeks' duration. A diary will be required, and the student may choose from a number of categories of at least three other projects to complete while on this trip. Examples of projects are photographic records, expense records, visits to museums or other educational places and interviews with persons who live in the area visited. *(CC/S contract course)*

CAREER EDUCATION

Career Decision-Making

(One semester, ½ credit)

This course was prepared to help high school students develop a better self-understanding and sharpen personal job search skills. Students will explore personal values, interests, and skills in preparation for effectively marketing their talents in the world of work.

This course is designed to provide additional help to the student in his or her exploration of the world of work.

Career Decision-Making is a one-semester course requiring a minimum of three hours of study per week for eighteen weeks and is required for graduation. Grades 9-12. *(CC/S course)*

PHYSICAL EDUCATION

Physical Conditioning Program

(One semester, ½ credit)

This course is designed to help students increase endurance and build muscle strength. The student will follow a weekly schedule which includes three days of programmed physical training and two days of endurance development activities. The course is based on the American Alliance for Health, Physical Education, and Recreation (AAHPER) Youth Fitness Manual. Grades 7-12.*(CC/S course)*

Physical Education Package (PEPs)

(One semester, ½ credit)
Prerequisite: Physical Conditioning Program.

This part of our P.E. program is a continuation of the Physical Conditioning Program. To complete this course, the student must successfully complete four PEPs of three weeks each. Grades 9-12. *(CC/S course)*

The twelve PEPs available to choose from are:

PEP 101. Disco and Soul Dancing
PEP 102. Yoga Basics
PEP 103. Snowshoeing
PEP 104. Cross Country Skiing
PEP 105. Persuasive Percussion
Rhythms/Dances in a Line
PEP 106. Team Sports
PEP 107. Family - Home - Community
PEP 108. Aerobics
PEP 109. Jump-In and Juggle-Out
PEP 110. Mini-Olympics
PEP 111. Home Gymnastics
PEP 112. Basketball

Physical Education

(½-1 credit)
Prerequisite: Physical Conditioning Program.

The student will learn fundamentals of and new skills for a life-time sport. This includes swimming sports, jogging or running, tennis, team sports, cross country or downhill skiing, rowing, horseback riding, hiking, mountaineering, snowshoeing, dogsledding, physical fitness exercise programs, or other activities as approved by an advisor. A diary will be kept of progress during the contract time. Commercial or other lessons will be accepted. Grades 9-12. *(CC/S contract course)*

Trapping

(½ credit)
Prerequisite: Physical Conditioning Program.

The student will keep a daily journal of expenses, experiences, time, skills learned, and trapping methods used over a trapping season. The student will also prepare a report on the life cycle of one of the animals. Grades 9-12. *(CC/S contract course)*

CC/S ELECTIVES

Please refer to page 23 for CC/S contract course requirements.

Selected Art Projects

(½ credit)

A-the student will choose at least 8 arts and crafts projects from selected CC/S art Mini-Courses and will complete each to the advisor's satisfaction. (This is available only to students who have not previously used Art Mini-Courses.) **B-**The student will develop and increase skills in a selected craft or art medium by supplemental reading, practical experience, and completion of an approved number of projects.
(CC/S contract course)

Introduction to Home Skills

(½ credit per 4 units)

This course introduces high school students to several areas of study in home economics. The course consists of month-long units that can be combined to form a one-semester course. The units available are:

Food and Fitness
Cooking 1
Cooking 2
Prenatal Care
Caring for your Clothes
Money Management

(CC/S course)

Foods and Food Preparation

(½ credit)

Using provided sources, the student will prepare a report outlining nutritional and caloric needs of individuals. The student will choose recipes, shop for, prepare and serve at least 12 foods of various kinds. Culmination will be the preparation of one balanced meal per day for a week.
(CC/S contract course)

Sewing, Knitting and Needlework

(½ credit)

The student will complete an approved number of projects of varying skills and degrees of difficulty. The student must learn at least four new skills during this contract, as well as practice previously acquired skills. *(CC/S contract course)*

Small Engine Repair

(½ credit)

By using appropriate manuals and the supervisor's technical advice, the student will repair at least two different small engines. These could include gas generators, chain saws, lawn mowers, outboard motors, snow machines, or motorcycles. The student will keep a log describing methods used, tools used, time spent, and progress made in repairing the engines and also will prepare a report which explains how one engine works. *(CC/S contract course)*

Student Tutoring

(½ credit)

For a period of one semester (4½ months), the student will tutor a child of younger age in one or more subjects for a period of time. The student will read at least one suggested book or article describing individualized instruction and will keep a diary of the tutoring process. A report of the article will be written including how this information was used to help with instruction. *(CC/S contract course)*

Taxidermy and Tanning

(½ credit)

The student will be provided with books to study and will report on at least two methods of tanning and two methods of mounting specimens. The student must complete an approved number of projects and provide all materials for these projects. *(CC/S contract course)*

Training Animals

(½ credit)

With the help of a supervisor and selected reference materials the student will establish certain goals for training, determine the best training method, and keep a detailed daily log of the progress of the animal(s) being trained. This contract could be extended over a period of one year if necessary. *(CC/S contract course)*

Work Experience
(½ credit)
The student who is 16 years of age and is employed or volunteering for at least 160 hours in a semester's (4½ months) time may choose this contract. A list of up to 15 job skills and experiences will be prepared by student and supervisor together and the student will keep a detailed diary of the hours worked and the progress made toward learning the necessary skills. *(CCS contract course)*

Music Performance
(½ credit)
The student will learn the fundamentals of and/or new skills for playing a musical instrument. Instruments include recorder, piano, guitar, organ, trumpet, flute, drums, etc. A daily log will be kept of progress during the contract time. Cassette recordings of the student's performance will also be required at the beginning and end of the contract time and at specified intervals during the contract. *(CC/S contract course)*

Music History and Appreciation
(½ credit)
The student will study an overview of the major periods of music history and the types of music and composers associated with each. Appropriate workbook pages will be completed. The student will also prepare a research paper on one of the following areas:

A. One period of music history (Baroque, Classical, Romantic, etc.)
B. The development of a type of musical instrument (keyboard, brass, woodwinds, strings, etc.)
C. A composer and his works

(CC/S contract course)

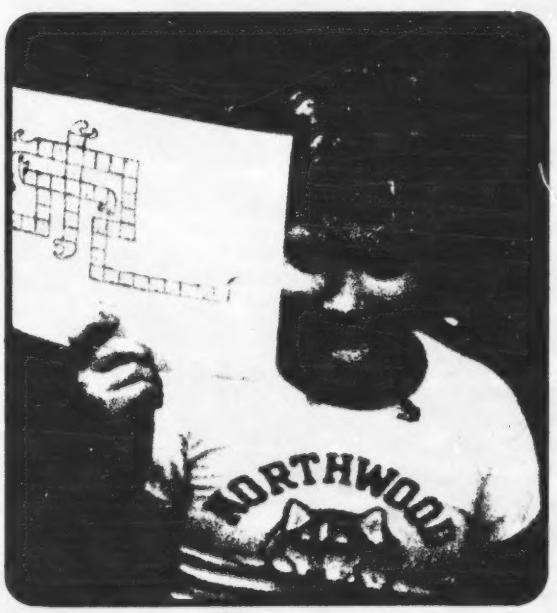
Seamanship and Small Boat Handling
(½ credit)
By using the prepared Coast Guard Auxiliary text and workbook, the student will complete this course to Coast Guard satisfaction, and report on one local aspect of boating conditions. *(CC/S contract course)*

Jeppesen Ground Training
(½ credit)
Using the Jeppesen Private Pilot Course, the student will prepare for the FAA exam which must be passed to obtain a private pilot's license. (This course is limited to students who are 16 years of age or older.) *(CC/S contract course)*

Boatbuilding
(½ credit)
With assistance from a qualified supervisor, the student will select plans and participate in every facet of constructing a boat. A daily log will be kept which outlines the boatbuilding progress and techniques. This contract could extend beyond the normal semester time. *(CC/S contract course)*

4-H Project
(½ credit)
The student will successfully complete a 4-H project which consists of 65 hours of project work. *(CC/S contract course)*

Your Choice
(½ credit)
Perhaps there is something in which the student is really interested that doesn't appear on this list. The student can apply to the counselor to set up a contract in this area simply by requesting contract number 31. *(CC/S contract course)*



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UNIVERSITY OF NEBRASKA ELECTIVES

These courses are available through CC/S but are taught by University of Nebraska personnel.

Aeronautics H-AR001A

(½ credit)

This survey course covers such topics as history of light, structure of the aircraft, flight technique, air traffic control, and space travel.

Horticulture H-AG009A

(½ credit)

In this course the student will learn how to plant and maintain a bluegrass lawn. The student will also learn how to prune flowering shrubs, evergreens, and shade trees.

Since the instructional material is available on cassette tapes and in printed form, students must designate which material they prefer. The student may order the material in both oral and printed form.

There is a supervisor's manual for this course, but there are no tests.

Horticulture H-AG011A

(½ credit)

In this course the student will learn how to plan a landscape for a home and how to plant and care for annual flowers and vegetables. The student will also learn how to select and maintain equipment for landscaping and gardening.

Since the instructional material is available on cassette tapes and in printed form, students must designate which material they prefer. The student may order the material in both oral and printed form.

There is a supervisor's manual for this course, but there are no tests.

Beginning Drawing and Painting H-AT001A

(½ credit)

This course introduces the student to the use of pencil, lithograph crayon, pastel, ink, and watercolor. The course provides instruction in the drawing of still life, the human figure, animals, landscapes, and action pictures. Emphasis is placed on development of the student's creativity and natural artistic ability. Illustrations are included in the syllabus.

There is a supervisor's manual for this course, but there are no tests.

Advanced Drawing H-AT007A

(½ credit)

Admission to this course is by consent of the instructor. Individuals wishing to enroll must first submit samples of their work to the instructor. There is no syllabus for this course; the instructor designs the projects to fit the needs of the individual student, stressing creativity and artistic technique.

Advanced Watercolor H-AT009A

(½ credit)

Admission to this course is by consent of the instructor. Individuals wishing to enroll must first submit samples of their work to the instructor. There is no syllabus for this course; the instructor designs the projects to fit the needs of the individual student, stressing creativity and artistic technique.

Learning to Type with One Hand H-BE001A

(First semester, ½ credit)

This is a beginning course in typing designed for the student who has no formal typing experience and who needs to type with either the right or the left hand. The course provides the student with the practice needed to learn the fundamentals of touch typing and to develop moderate speed and accuracy. The course includes problems in typing which apply to personal, school, and office tasks. Upon completion of this course, the student may register for Business Education 004A.

Beginning Typing H-BE003A

(First semester, ½ credit)

This is a beginning course in typing designed for the student who has no formal typing experience. The course provides the student with the practice needed to learn the fundamentals of touch typing and to develop moderate speed and accuracy. The course includes problems in typing which apply to personal, school, and office tasks.

Beginning Typing H-BE004A

(Second semester, ½ credit)

This is a beginning course in typing designed for the student who has studied the fundamentals of touch typing. It provides the student with the practice needed to increase typing speed and accuracy. The course includes a variety of problems in typing which apply to personal, school, and office tasks.

Advanced Typing H-BE005A

(First semester, ½ credit)

Prerequisite: One year of beginning typing.

The purpose of this course is to increase the typing speed, accuracy, and efficiency of the student with the typing of common business forms, all kinds of correspondence, and manuscripts.

Advanced Typing H-BE006A

(Second semester, ½ credit)

In this course the student will address actual office problems which require application of typing skills. The student will also study topics relevant to success and advancement in an office postion, such as productivity, language usage, office procedures, and personality factors.

Office Procedures and Practices H-BE013A

(First semester, ½ credit)

Business Education 013A and 014A may be taken in any sequence. Business Education 013A is not a prerequisite for Business Education 104A.

At the beginning of their business careers, new workers are often required to perform a variety of duties. This course will prepare students to handle general tasks in the modern office. Students will learn how to apply for a job; dress appropriately; use the telephone properly; take messages; handle mail; compose routine business letters; and type business letters, forms, and reports. Upon successful completion of this course, students will have familiarity with the duties of receptionists, messengers, mail clerks, and clerk-typists.

Office Procedures and Practices H-BE014A

(Second semester, ½ credit)

Business Education 013A and 014A may be taken in any sequence. Business Education 013A is not a prerequisite for Business Education 014A.

In this course students will learn about filing (emphasis is on alphabetical filing, with discussion of other filing systems); office machines (typing, adding and calculating, data processing, duplicating, dictating); incoming and outgoing funds and bank statements; sales and accounts receivable systems; purchasing and accounts payable systems; inventory control and report systems; and payroll systems. Students will be introduced to forms used in these systems and will have practice in using them. Upon completion of this course, students will be familiar with the duties of file clerks, office cashiers, stock clerks, shipping clerks, inventory clerks, and payroll clerks, as well as other office personnel.

Beginning Shorthand H-BE015N

(First semester, ½ credit)

The fundamentals of Gregg shorthand and dictation are presented. Students will transcribe shorthand exercises onto cassette tapes and take dictation at graduated speeds from cassette tapes. Upon completion of this course, students should be able to read shorthand and take dictation with moderate speed and accuracy. Students must have access to blank tapes.

Beginning Shorthand H-BE016N

(Second semester, ½ credit)

Students will have the opportunity to strengthen their knowledge of Gregg shorthand, to increase their speed in taking dictation, and to become more accurate in transcribing it. They will also be made aware of the desirable characteristics and traits of a secretary.

Students will take dictation from cassette tapes and transcribe shorthand exercises onto cassette tapes. After completing this course, students should be able to take dictation consisting of elementary business correspondence with speed and accuracy. They should also be able to transcribe the dictation in mailable form. Students must have access to blank tapes.

Secretarial Practice H-BE017A

(First semester, 1/2 credit)

Prerequisite: One year of beginning shorthand

In this course the student will apply the principles learned in the beginning shorthand courses and will review punctuation, spelling, capitalization, and syllabication in building skills for taking and transcribing dictation. Other points which are stressed in the development of good office practices include secretarial duties, proper secretarial equipment and supplies, proper use of printed sources of information, desirable personal traits, good personal appearance, and effective public relations.

Secretarial Practice H-BE018A

(Second semester, 1/2 credit)

This course offers the student the opportunity to attain a high degree of proficiency in taking and transcribing dictation. In addition, the student will study such topics as the different kinds of communication, writing business letters and legal reports, duplicating processes and equipment, office machines, filing, and job finding.

Consumer Education H-BE019A

(1/2 credit)

This is a one semester course designed to give students a better understanding of their rights and responsibilities as consumers in the free enterprise system. It explains how personal goals and values affect consumers' choices; how consumers can develop reliable decision-making skills for spending, saving, and investing; how they can evaluate alternatives in the marketplace; and how they can get the most for given expenditure of resources. Specific lessons on personal finance include earning money, spending and saving money, working with money, and getting and using credit. Of particular interest are lessons on how consumers can get the most for their money when they buy food, drugs, cosmetics, clothing, transportation, housing, and home furnishings. Lessons on financial protection provide helpful information on purchasing life, health, and property insurance.

General Business H-BE021A

(First semester, 1/2 credit)

This course gives an overview of business in our society. Discussion topics include what business does, business and our economic system, the consumer, credit, and banking. Problems are presented to train students in making evaluations of and decisions about business situations they may meet in daily life.

General Business H-BE022A

(Second semester, 1/2 credit)

Topics discussed in this course include insurance, financial security, consumer protection, government finance, the free enterprise system, labor and American business. The student will analyze problems related to these topics.

Beginning Accounting H-BE023A

(First semester, 1/2 credit)

This course teaches the basic accounting concepts used in the business world. The student will learn how to apply accounting concepts to data which are processed by hand, machine, or computer. The student will also study these topics: analyzing business transactions, using accounts, journalizing and posting, trial balance and financial statements, closing the ledger, processing cash receipts and cash payments, processing purchase of merchandise, processing sales on credit, and adjusting and closing the books.

Beginning Accounting H-BE024A

(Second semester, 1/2 credit)

This course introduces the student to special accounting procedures. Those procedures include payroll accounting, notes payable and receivable, depreciation of bad debts, accruals and deferrals, completion of the accounting cycle, combination journal and journalless-ledgerless bookkeeping, and some data processing fundamentals.

Business Law H-BE025A

(1/2 credit)

This course is designed to give the student a practical understanding of the law and of the legal framework that has grown up around it. This practical understanding of the law should help the student determine when legal advice is needed. Students will have the opportunity to develop logical reasoning patterns through interpretation of case problems concerning business situations. Recommended for juniors and seniors.

Economics H-BE027A

(1/2 credit)

This course leads students to a better understanding of basic economic concepts by explaining them in terms of concrete problems and issues. For example, the problem of acquiring sufficient energy to meet the needs of a modern society serves to illustrate the fundamental concepts of scarcity and choice. Students also have the opportunity to analyze cause-and-effect relationships in the American economic system. In one case, for example, they consider the problems of land damage, soil erosion, and air pollution that have resulted from the practice of strip mining and burning coal as a cheap source of fuel for producing electricity. Through a study of real-life problems such as these, students gain insight into the relationships between social and economic goals in an industrialized, technological society today. Recommended for juniors and seniors.

Driver Education H-DR001A

(1/2 credit)

This course should help the student to learn to drive successfully. The student will learn the four basic steps to follow in making decisions while driving: to identify potential problems, to predict reactions and results, to decide on a proper course of action, and to act on that decision. The student is taught the importance of being alert to factors in each traffic situation, of communicating with other drivers, of driving defensively at all times, of understanding basic car control and functions, of knowing traffic laws and signs, and of being physically and emotionally fit. Emphasis is placed on the student's becoming a responsible driver.

This course will meet the 30 hours of classroom instruction required for a student discount by most insurance companies and for student licensing by most states. In addition, it is usually necessary for a student to take six hours of actual driving instruction under the direction of a private instructor or a school driver education instructor.

Etiquette H-HE001A

(1/2 credit)

This course is designed to give the student common-sense information on correct behavior and guidelines for proper etiquette. It is suitable for either boys or girls.

General Homemaking H-HE003A

(1/2 credit)

Home Economics 003A and 004A may be taken in any sequence. Home Economics 003A is not a prerequisite for Home Economics 004A.

This homemaking course introduces students to basic principles of personal development and home management and reinforces these concepts through practical experience. Units on the family, child development, and personality development lead students to new understandings and skills in home and family living. Other units emphasize planning in home management and the wise use of consumer resources.

General Homemaking H-HE004A

(1/2 credit)

Home Economics 003A and 004A may be taken in any sequence. Home Economics 003A is not a prerequisite for Home Economics 004A.

Clothing and foods receive equal emphasis in this introductory course in homemaking. After studying principles of clothing design, selection, and care, students practice basic sewing skills by completing a simple sewing project. The units on foods are designed to help students understand the importance of the four basic food groups and to apply that knowledge in planning meals, purchasing foods, and preparing simple recipes. As a final cooking project, students are required to prepare and serve a complete meal.

Clothing Construction H-HE007N

(1/2 credit)

The focus of this course is on the development of basic sewing skills for personal use. After studying equipment, patterns, and fabrics, students learn to make their own clothes through a series of four sewing projects. The principles of the Bishop method of clothing construction — grain perfection, accuracy in preparing, cutting and marking fabric, cutting to fit, and perfection in stitching and pressing — are applied throughout the course.

Personal Adjustment, Marriage, and Family Living H-HE011A

(1/2 credit)

This course is planned to give students a perspective in understanding and solving everyday problems common to them, their parents, and others. Discussion of dating, courtship, and marriage is included. The development of healthy interpersonal relationships is emphasized.

Small Engine Care and Operation H-IE005A

(½ credit)

Small engines are gasoline-powered, single-cylinder machines such as those that power lawn mowers, chain saws, and motorcycles. This course contains an introduction to the principles of operation of small two- and four-cycle engines, specific directions for their care, and useful information on safe operating procedures. A practical working knowledge that every owner of a small engine should possess is stressed.

The student will need common shop tools and access to a small engine.

Small Engine Maintenance and Repair H-IE006A

(½ credit)

Small engines are gasoline-powered, single-cylinder machines such as those that power lawn mowers, chain saws, and motorcycles. This course presents the knowledge needed to maintain and repair small engines. Scientific explanations of functions, general directions for maintaining and repairing small engines, and specific instructions for maintaining and repairing specific models are included.

The student will need access to common shop tools, used parts, and various types of small engines. Recommended for students who have completed Industrial Education 005A or have an equivalent background in small engine care and operation.

Automotive Mechanics H-IE007A

(First semester, ½ credit)

The operation and repair of the automobile engine is the central focus of this course. Procedures and tools to use in overhauling an engine are explained in detail. Safety is a concept that is stressed continually.

Automotive Mechanics H-IE008X

(Second semester, ½ credit)

This is a continuation of the first semester course, Industrial Education 007X, which is no longer offered.

Language Placement Tests

Tests for determining placement of students in French, German, and Spanish courses may be obtained from the CC/S counselor. Upon evaluation of a placement test, the language instructor will recommend the course in which a student should enroll.

The Independent Study High School language program stresses the study of grammar, reading, and writing skills, with opportunity for students to develop speaking skills. Students often have difficulty making the transition from language study based on the conversational approach to language study based on the grammatical approach. For example, a student who has completed one year of audio-lingual French in another language program may not have the skills requisite to succeed in French 003A, the second year, first semester course. Similarly, a student who has taken three semesters of audio-lingual German in another program may not be prepared to take German 004A, the second year, second semester course.

In the case of French, German, and Spanish, we therefore strongly recommend that students who wish to enroll in a course at a level higher than that of the first year, first semester, take a placement test. However, those students may be able to determine which course is appropriate to their level of understanding by carefully reading the course descriptions and assessing their own knowledge of the language.

First Year French H-FR001N

(First semester, ½ credit)

This is a course designed to help students develop reading skills and writing skills in French. It also offers possibilities for students to develop speaking skills.

Among the topics covered are the plurals of nouns and adjectives; personal and relative pronouns; possessive and demonstrative adjectives; comparative and superlative forms of adjectives and adverbs; prepositions; conjugation of the three regular verb forms and of common irregular verbs in the present, future, and passé composé tenses; definite, indefinite, and partitive articles; numbers from 1 to 1 million; common French idioms; and basic sentence structure, including negative statements, commands, questions, and sentences with relative clauses.

First Year French H-FR002N

(Second semester, ½ credit)

This course is a continuation of the first semester course in which French sentence structure, grammar, idiomatic expressions, and vocabulary are introduced through a series of stories about an American student in France. In addition to being presented in written form in the syllabus, the reading selections are recorded on cassette tapes.

Among the new topics presented are the following: the use and formation of interrogative, comparative, and superlative adjectives; the formation of ordinal numbers; the use and forms of emphatic, possessive, demonstrative, and impersonal pronouns; and the use of idiomatic expressions *ce* and *il* with *être*, *avoir*, and *faire*. Students should become proficient in using verbs in the present, passé composé, and futur tenses. They should also recognize the passive voice, the recent past, the immediate future, and the causative structure. Students will learn to use interrogative forms of the pronouns *qui* and *que*.

Second Year French H-FR003A

(First semester, ½ credit)

The second year French course material is presented through reading selections written entirely in idiomatic French. These selections written by the author describe scenes of Parisian and French life. Included are reading selections about the French theater, the metric system, French cooking, proverbs, Parisian and French life, and the effect of the two world wars on France. In addition to being presented in written form in the syllabus, reading selections are recorded on cassette tapes.

The course includes a review of sentence structure patterns. Students should bring to this course an understanding of the topics listed in the description of French 001N and 002N. The following grammatical concepts are introduced: reflexive pronouns and verbs; relative pronouns, *dont*, *lequel*; the imparfait tense, the contrast between the imparfait and passé composé tenses; the plusque-parfait tense; the conditionnel mode; the conditionnel passé; and the participe présent and passé.

Second Year French H-FR004A

(Second semester, ½ credit)

This course is a continuation of French 003A.

An overview of French history is presented through readings about Les Origines de la France et la Feodalite; La France de Henri IV a la Revolution Francaise; Napoleon; and De Gaulle. In addition to being presented in written form in the syllabus, selections are recorded on cassette tapes.

The course includes a short summary of grammar presented up to this point in this series. New grammatical constructions are presented in a step-by-step fashion as the course builds on concepts presented in previous courses. Since students have studied the grammar referred to in the descriptions of French 001N, 002N, and 003A, they are ready to be introduced to le future antérieur tense; the use of the infinitif passé; le monde subjunctif, présent; and le passé simple tense. Students will continue to study the complements du verbe, les prepositions, vocabulaire, and idioms.

First Year German H-GR001A

(First semester, ½ credit)

The reading selections present everyday situations, stories, and historical anecdotes in the form of dialogue and narrative prose; they are designed to familiarize students with the German language as it is written and spoken. New words and grammatical constructions are introduced gradually in the readings and are explained with straightforward definitions and examples.

Some of the specific points of grammar considered involve definite and indefinite articles; plurals of nouns and articles in the nominative and accusative; personal pronouns and possessive adjectives; uses of nominative, accusative, genitive, and dative cases; agreement of verbs with subjects; agreement of personal pronouns with antecedents; positions of direct and indirect objects; "doubtful" prepositions; and combined forms of prepositions and articles. The analysis of verbs is confined to the present tense forms of regular, irregular, and reflexive verbs. Polite and familiar forms of address as well as polite and familiar commands are explained and illustrated. Students will also study normal and inverted word order in sentences, learn to connect independent clauses with coordinating conjunctions, and become familiar with rules of spelling, capitalization, and punctuation.

Records and tapes are available to students who wish to increase their ability to pronounce German and to understand spoken German.

First Year German H-GR002A

(Second semester, ½ credit)

Through the reading selections, students will learn more about the legends, customs, and daily lives of the German people. The emphasis on acquisition of vocabulary continues, and idiomatic expressions receive considerable attention. Periodic reviews of vocabulary and grammar reinforce points that students may have forgotten. Among the topics emphasized are plurals of nouns and articles in the genitive and dative cases; declension of nouns and articles; uses of *der-* and *ein-* words; "doubtful" prepositions; and uses of *da-* and *wo-* compounds. The forms and uses of the past, perfect, past perfect, and future tenses of regular, irregular, and reflexive verbs in active voice are also introduced.

Students who complete their first year of German should have a working vocabulary of approximately 800 words, know the meaning of about 75 commonly used idioms, and have a rudimentary understanding of German grammar and pronunciation.

Second Year German H-GR003A

(First semester, ½ credit)

The variety of reading selections included in the second year courses in German will help students develop an understanding of German culture and its contributions to Western civilization.

A concise review of the principles of pronunciation and grammar presented in the first year courses lays the foundation for more advanced study of German grammar and sentence structure. The following are some of the topics considered in detail: expressions of time; strong, weak, and mixed declensions of adjectives; comparative and superlative degrees of adjectives and adverbs; past tense of modal auxiliaries; modal auxiliaries with dependent infinitives; principal parts of separable, inseparable, and mixed verbs; and intransitive verbs with dative objects.

Students who wish to improve their pronunciation of German as well as their understanding of the spoken word are encouraged to obtain the recordings based on the textual material.

Second Year German H-GR004A

(Second semester, ½ credit)

Through the reading selections for this course, students will not only further their appreciation of German history and culture but also practice and extend their skills in reading, writing, and speaking the German language.

Various aspects of grammar related to subordinate clauses are introduced, including relative pronouns, subordinate conjunctions, and transposed word order. Because mastery of verbs is essential to mastery of the German language, much of the grammar pertains directly or indirectly to the forms and uses of verbs, infinitives, and modal auxiliaries which appear in the readings. Students will develop an understanding of the distinction between active voice and passive voice and the distinction between indicative mood and subjunctive mood as they study the following topics: tense forms of verbs in passive voice, the substitute for passive voice, tense forms of verbs in subjunctive mood, and uses of subjunctive constructions in indirect discourse and in statements contrary to fact.

By the end of their second year of German, students should have a German vocabulary of approximately 1,300 words, know the meaning of approximately 150 idioms, and have a firm grasp of German sentence structure.

First Year Latin H-LA001A

(First semester, ½ credit)

The Latin readings for this introductory course are adapted from Roman mythology and history. New words, forms, and usages presented in the readings are subsequently defined and illustrated and then reinforced in practice exercises. As they translate the readings into English, students will become familiar with the structure of Latin sentences, including statements, questions, and commands. Although they will encounter all the parts of speech, they will work most intensively with nouns, adjectives, and verbs. Agreement of adjectives with nouns is introduced, and common uses of first- and second-declension nouns in the nominative, genitive, dative, accusative, and ablative cases are also considered. Formation and meaning of the present, imperfect, future, and perfect tenses of active-voice verbs of the first, second, third, and fourth conjugations are emphasized. The relationship of English to Latin is stressed throughout the course, and students are encouraged to watch for English derivatives of Latin words.

First Year Latin H-LA002A

(Second semester, ½ credit)

The philosophy that study of grammar is an aid to reading Latin, not an end in itself, underlies this course. Students will increase their appreciation of Roman culture and its contributions to Western civilization as they read Latin selections based on Roman history, mythology, and literature.

Students will extend their knowledge of nouns, adjectives, adverbs, and verbs to include the following: forms of third-, fourth-, and fifth-declension nouns; forms of third-declension adjectives; comparative and superlative forms of adjectives and adverbs; past perfect tense and future perfect tense of active-voice verbs; and passive-voice verbs in all tenses, from present to future perfect. Pronouns are presented in detail. Students will study the case endings and uses of relative, personal, intensive, reflexive, demonstrative, and interrogative pronouns. Other important topics of study include infinitives, participles, ablative absolutes, and adverbial expressions with or without prepositions in the ablative and accusative cases.

Students should have a Latin vocabulary of approximately 800 words and have a good grasp of common grammatical constructions by the end of their first year of Latin.

Second Year Latin H-LA003A

(First semester, ½ credit)

Many of the Latin readings for this course are adaptations of the historian Livy's account of Hannibal's exploits during the Second Punic War with Rome. Principles of Latin presented in the first year courses are reviewed and then more advanced concepts are introduced. Considerable attention is given to verbs in the subjunctive mood, including active and passive voice tense forms, uses of the subjunctive, appropriate translation of subjunctive verbs, and tense sequence. Students will become familiar with the construction of various types of dependent clauses as they study the uses of the subjunctive. Other topics such as gerunds, gerundives, deponent verbs, impersonal verbs, future passive participles, and various uses of dative, ablative, and genitive nouns are also introduced or expanded upon. New Latin words are presented gradually in the context of the assigned readings.

Second Year Latin H-LA004A

(Second semester, ½ credit)

Advanced readings in Latin that are appropriate to students' growth and depth in the language are presented. Selections from *Caesar's Gallic Wars* constitute the major reading for the semester. Students are encouraged to read the entire work in English translation so that they may better understand Caesar's writing and activities. Readings from Suetonius and Apuleius are also included. Characteristic and unusual aspects of syntax and grammar in the readings are identified and explained.

Third Year Latin H-LA005A

(First semester, ½ credit)

The Roman writer and statesman Cicero had a powerful influence on the language and thought of his own era as well as that of succeeding centuries. Students will come to understand Cicero's contributions as they study his life and read selections from his orations, philosophical works, and letters. Cicero's first and third speeches against Catiline are included among the readings. Selections by Quintilian and Seneca, both later Roman writers, are also presented, as well as some Latin writings from the Middle Ages. Students will have the opportunity to see how style of writing varied from writer to writer and changed through time.

Third Year Latin H-LA006A

(Second semester, ½ credit)

Students will broaden their understanding of the variety of Latin literature and Roman thought as they read selections written during the Classical Period of Rome. Included among the readings are lyrical poems of Catullus, selections from the epic poetry of Vergil, satiric epigrams of Martial, letters of Pliny, and an adaptation of a comedy by Plautus. Students will gain further insight into the Latin language as they read a story and a poem written during the Middle Ages.

First Year Spanish H-SP001N

(First semester, ½ credit)

The primary purpose of this course is to provide students with a good grasp of fundamental Spanish grammar that will enable them to read simple stories and to compose simple paragraphs. The secondary purpose is to help students develop an understanding of the culture and geography of Spain, Mexico, and Latin America.

Among the points of grammar emphasized are the following: gender and number of nouns; nouns in possessive constructions; agreement of adjectives with nouns; possessive and demonstrative adjectives; pronouns used as subjects; present tense indicative forms of regular and common irregular verbs, such as *ser* and *estar;* and sentence structure, including negative statements and questions. Students will develop a basic vocabulary related to clothing, the house, time, weather, the calendar, numbers, family relationships, and other topics of conversation.

First Year Spanish H-SP002N

(Second semester, ½ credit)

Against a cultural backdrop which includes discussion about such diverse topics as Christmas customs in Spanish-speaking countries, traditional Mexican foods, and Spanish history, students will increase their vocabulary, their understanding of grammatical constructions, and their ability to read and write the Spanish language.

The course builds on the foundation of knowledge about the Spanish culture and language presented in the first semester. Emphasis is on the study of stem-changing verbs, reflexive verbs, the two past tenses in Spanish (the preterit and imperfect tenses), possessive adjectives, direct and indirect objects, and command forms of verbs.

The supplementary text, *Nueva Vista*, and the tapes based on that textbook provide further opportunity for students to enrich their understanding of the Spanish language and culture and to develop their speaking skills.

Second Year Spanish H-SP003A

(First semester, ½ credit)

Study of the culture and history of Spanish-speaking peoples provides students with an understanding of the Hispanic way of life. Students entering this course should have an understanding of the grammatical concepts listed in the descriptions of Spanish 001N and 002N. They will be exposed to a thorough review of the present, imperfect, and preterit tenses.

Students will expand their knowledge of grammatical structure through study of the future, conditional, and compound tenses, as well as the present subjunctive mood and its uses.

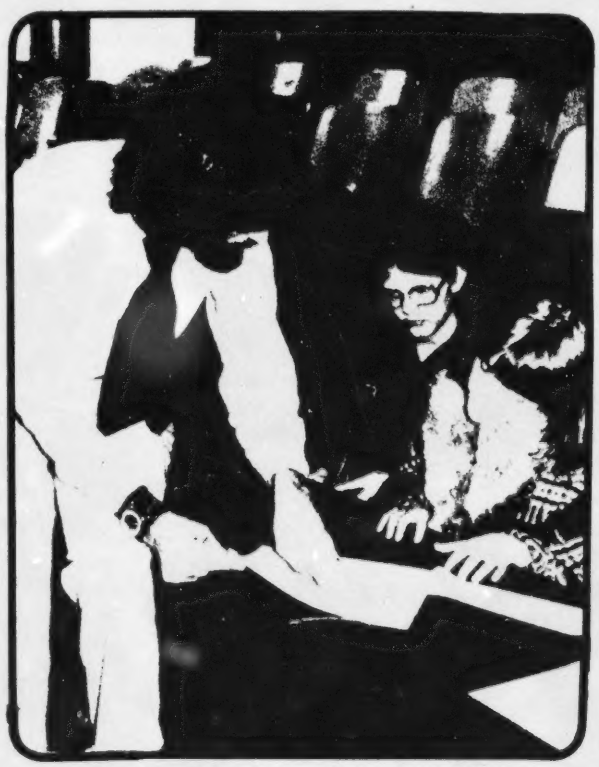
Second Year Spanish H-SP004A

(Second semester, ½ credit)

Continuing emphasis is placed on reading and writing the Spanish language. For those students who purchase the textbook and tapes, emphasis is also placed on listening to and speaking the Spanish language.

Emphasis on reading is accompanied by a review of grammar, particularly of the present subjunctive mood. Students will work intensively with the uses and forms of the imperfect subjunctive and compound tenses of the subjunctive mood including the present perfect and pluperfect tenses. They will also learn how to use noun, adjective, and adverbial clauses. In addition, they will become familiar with the forms of polite and intimate commands in both affirmative and negative statements.

By the end of the second year of study, students should have quite an extensive understanding of Spanish vocabulary, a knowledge of many Spanish idioms, and a good grasp of both independent and subordinate clauses. They should also have acquired a solid understanding of verbs, both regular and irregular, in active and passive voices, as well as in indicative and subjunctive moods.



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Photography H-PH001N

(1/2 credit)

This course is designed as a comprehensive overview of photography with strong emphasis on the practical aspects of taking good pictures. Beginning photographers will be guided into the subject by a brief introduction to the history and theory of photography. Subsequent sections will provide students with information on camera types and on how to select a camera and accessories; with guidelines for composing photos and evaluating photographic composition; with complete, step-by-step instruction in developing and printing black-and-white film; and with a brief discussion of color photography.

The syllabus is extensively illustrated; it includes pictures showing the results of different photographic techniques and illustrating the correct procedures and practices for students to follow in developing and printing film. In addition to the written assignments, students will submit their own photos for the instructor to evaluate. The syllabus is self-contained. It includes all of the material necessary for students to complete the course successfully.

Harmony H-MU007A

(1/2 credit)

Advanced instruction in keys and key signatures, scales, intervals, chords and their inversions, modulations, and nonharmonic tones is provided in this conventional harmony course. Students will study and apply rules for harmonizing melodies and bass lines; for writing four-part harmony for soprano, alto, tenor, and bass; and for writing simple accompaniments. Students who take this course must be able to read music and must possess basic knowledge of keys and scales. They will occasionally need access to a keyboard instrument.

History and Appreciation of Music H-MU011A

(1/2 credit)

The engrossing story of the development of music from its earliest beginnings to its manifestations as an art form in the present day is told in this course. The topics range from primitive music to Oriental music to jazz. The history of Western music is emphasized through discussion of the music of ancient Greece and Rome, the Middle Ages, the Renaissance, the Baroque era, the Classic era, the Romantic era, and the twentieth century. Students will consider the nature of music, how music is made, how music is written, how musical instruments are developed, and how musical styles reflect people's cultural background and artistic preferences.

Records are a very meaningful component of the course. Students should obtain the records unless they do not have access to a record player.

Beginning Piano H-MU001A

(1/2 credit)

This course is designed to help students learn to read music and to play simple selections in the keys of C, G, D, A, and E. Students will develop their skills through study of the keyboard, basic terminology, musical notation, scales, rhythm, chords, and simple transposition. They must have access to a piano or an organ. It is desirable that supervisors have some background in music since they will occasionally evaluate students' performance on the keyboard.

Intermediate Piano H-MU003A

(1/2 credit)

Students must have the ability to read and play simple compositions in major keys and must also have access to a piano or an organ. This course will help students improve their piano technique and extend their musical knowledge through study of basic terminology, major and minor scales, arpeggios, triads and their inversions, rhythm, tempo, transposition, and pedal effects. The practice exercises and compositions become more difficult as the course progresses. An interesting feature is the study of the lives of well-known composers. One of the projects requires that students arrange and present a recital for their family or friends. It is desirable that supervisors have some background in music since they will occasionally evaluate students' performance on the keyboard.

Music Theory H-MU005N

(1/2 credit)

Through study of the elements of music theory — the "grammar" of music — students will increase their understanding and enjoyment of music. The topics of study include musical notation, major and minor scales and key signatures, intervals, triads, rhythm, and fundamental terminology. All instructional material is included in the syllabus. Access to a musical instrument is very helpful but not essential to successful completion of the course. Individuals who have previously studied band or voice can, with effort, succeed in this challenging study of music theory. However, the course is best suited for those who have formally studied a musical instrument.

AMERICAN SCHOOL VOCATIONAL COURSES

These courses are available through CC/S but are taught by American School personnel. Enrollment in American School business courses must have prior approval of the counselor.

Accounting, Fundamentals of

(1 credit)

Starting a bookkeeping system; posting the opening entry; debits and credits; journalizing transactions; posting; six-column work sheet; income statement and balance sheet; closing the ledger; special journals and subsidiary ledgers; recording purchases on account; cash payments; sale of merchandise on account; cash receipts; the general journal; bank deposits and reconciliation of bank statements; work sheet with adjustments; financial reports; adjusting and closing entries; payroll records; depreciation; bad debts and accounts receivable; the use of the cash register; adapting bookkeeping methods to the business; sales taxes and other sales and purchases transactions; notes and interest; accrued expenses.

Art – How to Draw

(½ credit)

Elementary pencil technique, shading, proportions of face and figure, basic shapes, texture and shape, composition, basic lines, line drawing.

Automotive Electrical Systems

(1 credit)

Induction and magnetism; automotive electrical circuits; construction; operating principles; batteries; generators; complete trouble shooting; testing and mechanical adjustments of cut-out relays; batteries; generators; circuits; coils; starting motors; switches; lights; bulbs; fuses; breakers; horn; road tests.

Automotive Engines, Maintenance and Repair

(1 credit)

Engine parts names; operating principles; four stroke gasoline engines; engine construction; engine disassembly; cleaning inspection, and repair; lubrication; fuels; intake exhaust systems; air cleaners; superchargers; mechanical fuel and vacuum pumps; carburetor operating principles; disassembly, repair and assembly; choke controls; trouble shooting; testing and mechanical adjustments of fuel systems; carburetors; distributors; cooling system; ignition timing; spark advance mechanisms; distributors; complete engine tests; transistorized ignition.

Automotive, Know your Car

(½ credit)

Automotive servicing; hand tools; automotive engines: fuel systems; ignition systems; electrical systems, the chassis; preventive maintenance.

Automotive Suspensions, Steering, Alignment, and Brakes

(1 credit)

Frames; frame repair principles; frame damage analysis; estimating repair; independent front wheel suspension systems; axle suspension with leaf springs; front suspension service; rear suspensions; rear suspension alignment; springs; shock absorbers; manual and power steering gear construction; steering linkages; steering gear and linkage service; static and dynamic balance of wheels and tires; wheel and tire assembly construction and service; wheel alignment factors; customized alignment; pre-alignment inspection; road test; wheel alignment; purpose of brakes;

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factors controlling the stop; how brakes stop the vehicle; construction of drum brakes; drum brake design variations; construction of disc brakes; disc brake design variations; brakes actuating mechanisms; drum brake hydraulic system components; disc brake hydraulic system components; parking brakes; power brakes; common brake troubles; adjustment of drum brakes; flushing hydraulic brake systems; bleeding hydraulic brakes; brake drum service; brake relining; brake shoe grinding; master cylinder and wheel cylinder service; brake disc service; disc brake caliper service; diagnosing poor brake performance.

Blueprint Reading I, Building Trades

(½ credit)

Introduction to working drawings; elevation and plan views; symbols; conventions; terminology; scaling and dimensioning; architect's scale, dimensioning standards; structural details: sections, full size details, framing plans; survey and plot plans: property lines, topographic maps, locations, grading, and landscape plans; regional variations: foundations, chimneys, wall and roof framing; four 18″ X 26″ blueprints of working drawings for house.

Blueprint Reading II, Building Trades

(½ credit)

Dimensional and three-dimensional drawings, shape descriptions, drawing to scale. Study of symbols for basic materials on working drawings. Study of a brick-veneer residence, together with plans. Specifications are dealt with in detail with set of complete specifications. A study is made of commercial buildings — store and apartment. Light frame construction is dealt with, also plank and beam construction, cement masonry, and framing with steel. Modules are described. Two complete sets of prints are included, one on frame residence and one on a branch bank. An entire chapter is devoted to metrics as it applies to building. The appendix covers working stresses for wood structural members, stair layout and glossary.

Blueprint Reading III, Building Trades

(1 credit)

Types of construction; reading a set of blueprints — the town house; reading specifications; reading the blueprints for a small commercial building; heavy timber construction; structural steel construction and analysis of structural blueprints; reinforced concrete technology; reading the blueprints for a large reinforced concrete building; glossary.

Blueprint Reading, Machine Trades

(1 credit)

Principles of the working drawing: simple problems in blueprint reading; relations between objects and mechanical drawings; definitions of terms used in machine shop practice; reading simple working drawings; reading drawings with cross-section or cutaway views; analysis of gearing problems; reading scale drawings; reading complex working and assembly drawings; reading manufacturing drawings; reading tool drawings; reading installation drawings; alterations; relation of views; title blocks; bills of material; scaling; American standard symbols; thread forms; screw threads; standard drafting room.

Business Principles and Management

(1 credit)

Economics and nature of American business; business organization; marketing operations; purchasing operations; financial operations; accounting operations; management of personnel; physical facilities problems; other management problems; government and business.

Carpentry I

(1 credit)

Carpentry as a trade; accident prevention; tools; construction lumber; wood products; insulation; hardware, rough and finish; adhesives; concrete and blueprint reading.

Carpentry II

(1 credit)

Carpentry II covers preparing for the job; working drawings; specifications; leveling instruments and site work; foundation formwork; practice in site work and foundation formwork; wall and floor framing; roof framing; exterior finish; interior finish; industrialized building and metric measurement.

Child Care

(1 credit)

The care and guidance of children from infancy through eleven-years-of-age. Areas of study include guidance for the parents in how to raise a child, equipment and clothing for the infant, medical and nursing care, food and dietary needs of the baby, daily care, and growth and development of the infant. The various stages of development of older children are discussed and problems and general characteristics for each age group are given.

Clothing
(1 credit)
Importance of good grooming, diet, and clothing care in enhancing personal appearance. Choice of flattering colors and designs and of fabrics appropriate for the use intended for the garment. General sewing techniques as well as specific instructions for constructing an apron, a skirt, a blouse or shift and a dress.

Consumer Economics
(1 credit)
Practical knowledge of marketing, advertising, buying, selling, standards, grades, and labeling. This subject deals not only with those subjects but teaches how to use your bank, how to budget, what you should know about insurance, social security, prices, etc.

Diesel, Fundamentals, Service, Repair
(1 credit)
Diesel applications and advantages; basic types of engines; basic measurements; Diesel fuels; combustion chamber types; classification of Diesel engines; Diesel engines classified by fuels used; fuel injectors and injection systems; atomizing fuel; scavenging, supercharging, turbocharging; construction and basic design; details of engine parts; exhaust systems; cooling systems; filters, air and fuel; lubricating systems; starting and control systems; governors; fuel handling; reconditioning Diesel engines; tune-up and trouble-shooting.

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Drafting, Basic Industrial
(1 credit)
Drafting — a universal language; drafting in industry; technical sketching; using drafting instruments; lettering on drawings; line symbols in drafting; geometric figures and constructions; laying out a drawing; auxiliary views; production drawings; dimensioning a drawing; making pictorial drawings; technical illustration; electrical and electronics drawings; pattern drawings; making graphs and charts; architectural drafting; methods for making prints; common fastening devices. *Note: Student will need to purchase additional course material at own expense.*

Electricity and Electronics, Basic
(½ credit)
Things electricity can do; future development in electronics; opportunities in electricity and electronics; electromagnets; making electricity with chemicals; generating electricity with magnetism; producing electricity with friction, heat, and light; measuring voltage, current, and resistance, and showing the relationship between them; using conductors and insulators; connecting electrical circuits; generation and transmission of electricity; transformers; electrical wiring in the home; types of lighting; heating with electricity; the electric motor; the automobile electrical system; the telephone; radio waves and signals; radio amplifiers and power supplies.

Electricity, Fundamentals of
(1 credit)
The atom; static electricity; dynamic electricity; Ohm's law and its applications; electrical circuits; series, parallel, and series-parallel circuits; advanced circuit types; magnetism; electromagnetism; simple electrical generators; primary cells; secondary cells; direct current; the direct current armature; direct current field structure; alternating current principles; inductance in A.C. circuits; capacitance in A.C. circuits; electric motors; speed characteristics of D.C. motors; A.C. motors; transformers; autotransformers; regulators; power rectifiers; D.C. and A.C meters; electron tubes; electron tube circuits; solid state devices; solid state circuits; automatic control circuits; computer technology; electrical/electonic safety.

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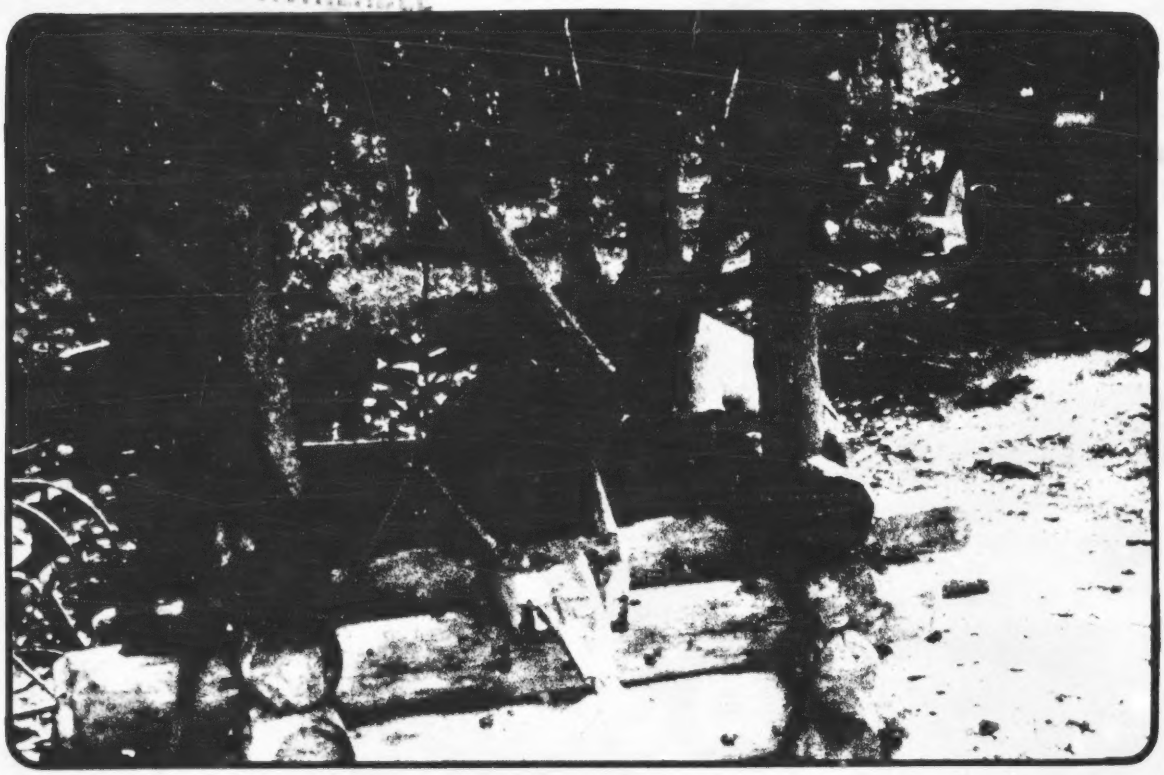

Food Study

(1 credit)

The effects of the world's growing population and of ecological changes on the food supply of the world, nutrients and nutritional needs, needs of special groups such as the aged and children. Food fads and health foods are also discussed. The study guide includes supplementary material such as basic rules for cooking various types of foods and for canning and freezing foods. In addition, the study guide contains appendices of basic recipes, a list of cookbooks and other sources of recipes and nutrition information, and a table of calorie values of some common foods.

Handyman's Home Repairs

(1 credit)

Hand tools and workshop planning; power tools; building materials; fastening techniques; finishing techniques; plumbing and wiring; walls and floors; windows and doors, exterior repairs and yardwork; storage and furniture; metal refinishing, picture framing and moisture control.

Home Gardening and Landscaping

(1 credit)

This subject provides valuable information to the homeowner and others interested in gardening. It covers lot design; creating and maintaining lawns; culture and use of trees, shrubs, flowers, and evergreens; garden construction problems and the control of pests and insects; selection and care of house plants.

Home Planning and Decorating

(1 credit)

Touches on the most important aspects of our home environment, covering influences upon housing, selection, decorating (including furnishings, color, and lighting), consumer buying of rugs, linen, dishes, and furniture, maintenance, and home improvement.

Machine Shop Operations and Setups

(1 credit)

Guide to operations, setups, and techniques; machine shop: preparing for opportunities; machine tools used; measuring tools; bench tools: hand tools, power hack saws, layout work; drill press: construction and types; cutting tools; holding devices; setups; operations; engine lathes: construction, function, and care of major parts; lathe cutting tools; lathe accessories; job planning; external and internal machining; shaper and planer: construction and types; setups and operations; milling machine: construction and types; accessories; setups; operations; grinding machines: surface grinding; cylindrical centertype and centerless-type; internal grinding; universal cutter and tool grinding; grinding wheels; steel and its alloys: types and characteristics; heat treating: methods; equipment; and hardness testing; machinability: variables and ratings; numerical control: point-to-point and continuous path systems; electrical energy processes; electro-discharge; electro-chemical; ultrasonic; magnetic pulse forming; and electrolytic grinding.

Marketing, Sales Promotion, and Advertising

(1 credit)

Distribution and sales promotion; economic setting of distribution; markets are people; marketing strategy; determining consumer demand; influencing consumer buying decisions; sales promotion and advertising; advertising moves forward; scope of advertising; purposes of sales promotion and advertising; headlines and illustrations; magic of color; trademarks, brand names, and slogans; periodical media; mass media; television and radio; direct-mail media; sales-promotion campaigns; direct-mail marketing.

Merchandising, Retail

(1 credit)

The course is a comprehensive survey of retailing and the distribution of goods to consumers through retail stores. All phases of the field are thoroughly explored — financing, buying, selling, pricing, display, stock control, data processing, store organization, advertising, and government regulation. The student receives an extensive background in the marketing process itself as well as in the role of retailing in that process.

Personality Training for Business

(1/2 credit)

Goals in business behavior; personal regimen; clothing (men and women); grooming; techniques employed in business contacts; applying for a job; trait training through opportunities found in business situations; success; supplementary readings.

Photo Technology

(1/2 credit)

Camera types; principles of light; lenses; exposure controls; camera handling; film; film processing; contact and projection printing; print finishing; composition; lighting; action; filters; color; amateur movie making; special photographic techniques; special darkroom techniques; careers in photography.

Secretary, Medical

(1 credit)

Personality; appointments; public relations; patients' histories; medical office bookkeeping; keeping financial records; insurance in medical practice; completing forms accurately; correspondence; the art of filing; clinical office procedures; medical practice; working with a specialist; office management; professional miscellany; handy knowledge; the medical secretary in a hospital; preparation of manuscripts; the doctor and the law: rights, duties, and pitfalls; the dental secretary; some duties differ; medical terminology.

Selling, Fundamentals of
(1 credit)
The selling job; patterns of distribution; the salesman's knowledge and skills; determining customer demands; product knowledge; his company and its policies; his physical and mental characteristics; his language and arithmetic skills; steps in the sale; plus selling; aids to personal selling; sales promotion; mass selling through written communication; telephone, radio, television, and other group presentations; legal relations and ethics; regulation of selling practices; ethics in selling; progress in selling; sales managment.

Sketching – Freehand, Shop
(1 credit)
Purpose of shop sketching; principles of freehand drawing; lettering a sketch; making multiview (two—or more views) sketches; sketching sectional views; purpose of auxiliary views and how to sketch them making pictorial sketches; sketching fastening devices; shading sketches.

Shorthand (Forkner)
(1 credit)
A practical system of shorthand which combines the easily written longhand letters of the alphabet and selected simplified symbols. This system is designed for speeds up to 120 words a minute; it is relatively simple, can be learned quite readily, and is ideal for personal use. This system of shorthand is available as a high school elective.

Shorthand (Gregg)
(1 credit)
This course provides a student with a foundation in Gregg Shorthand. Practice in writing shorthand as well as transcribing it is acquired. Through the use of records the student learns to take dictation.

Typewriting
(1 credit)
Learning the keyboard; lower case characters; speed and control; figures, symbols, upper case characters; typing for personal use; business letters; typing for control; reconstruction of basic skills; personal typing problems; tabulation; manuscript, special office problems; building skills in business letter production; tabulation and statistical copy; sustained production; supplementary typing problems in the office.

Welding Skills and Practices
(½ credit)
Introduction to Welding: shielded metal-arc welding; gas shielded-arc welding; oxy-acetylene welding; special welding processes.

Woodworking, Hand
(½ credit)
Reading drawings; board measures; use of layout tools; use of hand tools; resetting and sharpening handsaws; laying out and cutting dado, rabbet, crosslap, mortise and tenon and miter joints; fastening with dowels; fitting hinges; upholstery; wood finishing; furniture design; saw theory; sharpening stones; nail and screw sizes; glues and hardware.

Writing for Industry (Report Writing)
(½ credit)
This course teaches the student how to become an effective vocational writer. It begins with a review of sentence and paragraph construction. The remainder of the course stresses report writing. The student studies all the steps involved in preparing an industrial report. The different types of reports required by industry are discussed in detail.

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Chapter Eight
Special Instructions for High School Students

This section contains detailed instructions about selecting courses and mailing lessons for students who have decided to enroll in the Centralized Correspondence Study high school program. Please read all of the information carefully.

Developing your Yearly Plan

Your first job as a CC/S high school student is to plan the courses you will take during the school year. In your enrollment packet you will find a *Yearly Plan* for your grade level. We have determined your grade level as follows:

If you have earned:	**You are a:**
0 to 4½ units of credit	9th grader
5 to 9 units of credit	10th grader
10 to 14½ units of credit	11th grader
15 or more units of credit	12th grader

The *Yearly Plan* indicates the choices you have for courses in English, social studies, math, and science for two semesters of work. There is also space to list elective courses.

To complete your *Yearly Plan*, first fill out the top part of the form. Now turn to pages 24-52 for descriptions of courses.

If you are interested in going on to college, you should consider that some colleges require credits in English, foreign language, science, and math that exceed our minimum graduation requirements. If you are not interested in going on to college, you may be able to take more career-related courses.

All high school students are requested to select five ½-credit courses for each semester for a total of five units of credit for the year. If you are a 12th grader, ***choose four courses per semester*** or at least the number necessary to give you the minimum units of credit you will need to graduate. (See *Graduation Requirements* on page 19). Students are encouraged to select additional courses above the minimum requirement.

If you have difficulties in math, reading, or English, remember that courses in basic math and basic English are available. Also, make sure you have completed a prerequisite course (previous course) before selecting a more advanced course. For example, don't take Geometry unless you have completed Algebra I. List any special interest or credit-by-contract courses in the spaces marked "Elective."

If you have any questions about what courses to select, call or write the CC/S counselor for help.

Send your completed *Yearly Plan* to the CC/S office with your enrollment application. The address is *Centralized Correspondence Study, Pouch GA, Juneau, Alaska 99811. Telephone (907) 465-2835.* The counselor will approve your plan or suggest changes and then order your courses. Please **DO NOT** write the University of Nebraska, American School, or other independent study agencies to order courses. **All course orders are placed through our office.**

You will receive the first semester courses after you send in your *Yearly Plan*. Second semester courses will be sent when you are nearing completion of the first semester's work.

Mailing your lessons

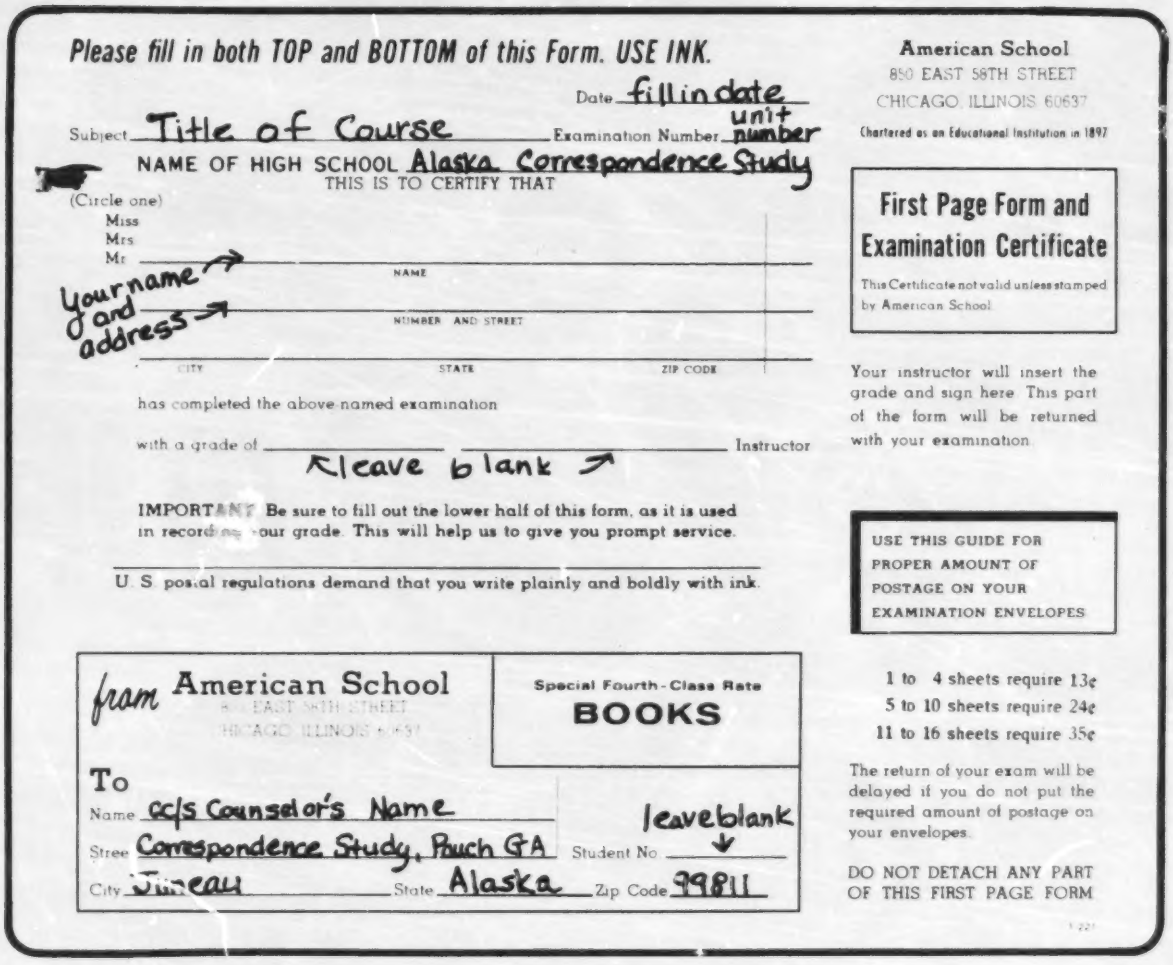
The number of lessons you will mail varies with each high school course. However, each one-semester course is designed to be completed in four and one-half months. Often your course syllabus will include a schedule for sending in unit work. If not, **it is important that you set up a schedule for mailing your assignments.** You may be required to send in lessons for different subjects at different times. Whatever the schedule, it is important to follow it. Even a week's delay in mailing a scheduled lesson can cause you to fall behind.

The procedure for mailing lessons differs also according to the school that is teaching the course. Follow the directions for each course to determine the appropriate materials to send to your advisory teacher. Details for CC/S, University of Nebraska, and American School are listed below. We will notify you of procedures to use for mailing lessons to any other school.

CC/S Courses — For each course, CC/S provides you with postage-paid envelopes that are stamped with your advisory teacher's name. Use these envelopes to mail your lessons directly to your advisory teacher in Juneau. Send the worksheet, test, test affidavit, and whatever else may be required for each unit. The advisory teacher will grade your lesson and return it directly to you.

CC/S Credit-by-Contract Courses — Each contract will specify directions for mailing Progress Sheets to your advisory teacher in Juneau. Follow these directions carefully. Postage-paid envelopes are provided.

American School Courses — These courses are graded by teachers in Chicago. Include the appropriate exam and test affidavit with each lesson sent to American School. In addition, a first page form must accompany each exam. It should be filled out as follows:



Please fill in both TOP and BOTTOM of this Form. USE INK.

Date fill in date

Subject Title of Course Examination Number unit number

NAME OF HIGH SCHOOL Alaska Correspondence Study

THIS IS TO CERTIFY THAT

(Circle one)
Miss
Mrs
Mr

Your name and address →

NAME

NUMBER AND STREET

CITY STATE ZIP CODE

has completed the above named examination

with a grade of ← leave blank → Instructor

IMPORTANT Be sure to fill out the lower half of this form, as it is used in recording your grade. This will help us to give you prompt service.

U. S. postal regulations demand that you write plainly and boldly with ink.

from American School
850 EAST 58TH STREET
CHICAGO, ILLINOIS 60637

Special Fourth-Class Rate
BOOKS

To
Name CC/S Counselor's Name
Street Correspondence Study, Pouch GA Student No leave blank ↓
City Juneau State Alaska Zip Code 99811

American School
850 EAST 58TH STREET
CHICAGO, ILLINOIS 60637
Chartered as an Educational Institution in 1897

First Page Form and Examination Certificate

This Certificate not valid unless stamped by American School

Your instructor will insert the grade and sign here. This part of the form will be returned with your examination.

USE THIS GUIDE FOR PROPER AMOUNT OF POSTAGE ON YOUR EXAMINATION ENVELOPES

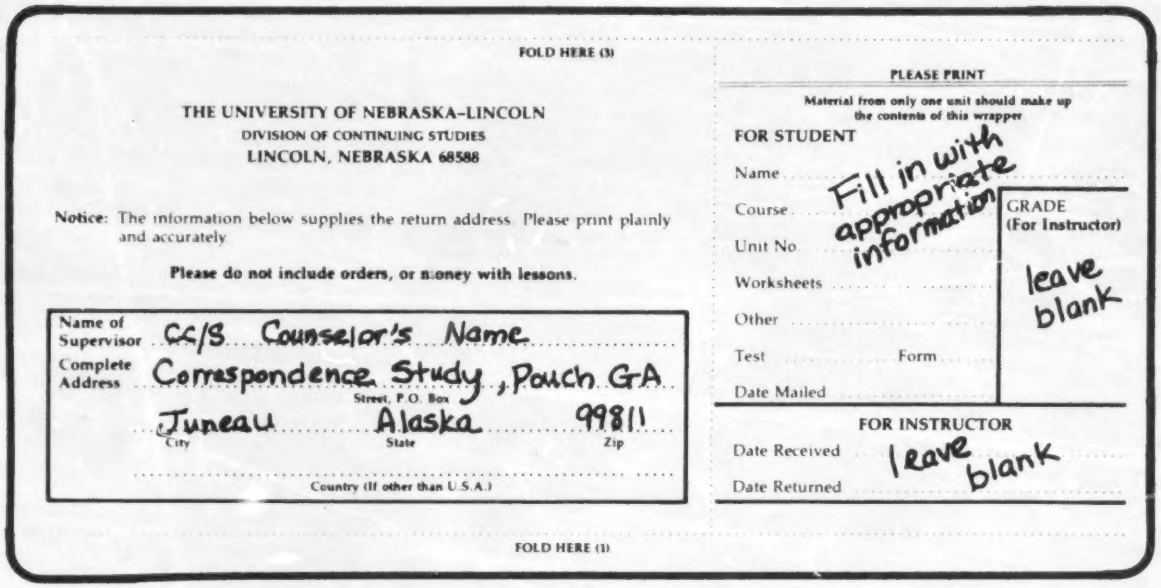
1 to 4 sheets require 13¢
5 to 10 sheets require 24¢
11 to 16 sheets require 35¢

The return of your exam will be delayed if you do not put the required amount of postage on your envelopes.

DO NOT DETACH ANY PART OF THIS FIRST PAGE FORM

The teacher at American School will send the graded lesson to the CC/S office in Juneau. The CC/S counselor will record your grade, look over your lesson and then return it to you.

University of Nebraska Courses — These courses are graded by teachers in Nebraska. With each lesson sent to Nebraska, include the appropriate worksheet, test, and test affidavit; plus any other required work. Follow the directions in the course syllabus. In addition, an endorsement wrapper should be filled out as follows:



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THE UNIVERSITY OF NEBRASKA-LINCOLN
DIVISION OF CONTINUING STUDIES
LINCOLN, NEBRASKA 68588

Notice: The information below supplies the return address. Please print plainly and accurately

Please do not include orders, or money with lessons.

Name of Supervisor: CC/S Counselor's Name
Complete Address: Correspondence Study, Pouch GA
Street, P.O. Box
Juneau (City) Alaska (State) 99811 (Zip)
Country (If other than U.S.A.)

PLEASE PRINT

Material from only one unit should make up the contents of this wrapper

FOR STUDENT

Name
Course — Fill in with appropriate information
Unit No.
Worksheets
Other
Test Form
Date Mailed

GRADE (For Instructor) — leave blank

FOR INSTRUCTOR

Date Received — leave blank
Date Returned

FOLD HERE (1)

The teacher in Nebraska will send the graded lesson to the CC/S office in Juneau. The CC/S counselor will record your grade, look over your lesson, and then return it to you.

A note about postage — With all CC/S courses you receive postage-paid envelopes for mailing your lessons. We also provide you with postage stamps to use when mailing lessons to American School and the University of Nebraska. This is how to use them:

1. Lessons including one to five sheets of paper require one first class stamp.
2. Lessons including five to 12 sheets of paper require a total of 2 stamps.
3. Lessons including more than 12 sheets of paper require additional postage. Use your own judgement.

The stamps are **NOT INTENDED FOR PRIVATE CORRESPONDENCE** and you should have enough to mail all of your lessons. If you do run out before your course is finished, please contact the CC/S office. Return unused stamps to CC/S. (See page 9 for instructions about returning materials at the completion of a course.)

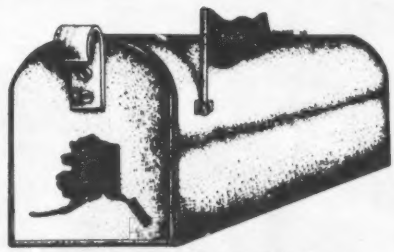
If you have any questions about selecting your courses or mailing your lessons, please contact your advisory teacher or the CC/S counselor immediately.

Prepared by
Alaska Department of Education
Centralized Correspondence Study

May 1982 (Revised)

Edited by
Eileen Winegar

Graphics and design by
Drawing Conclusions



CENTRALIZED CORRESPONDENCE STUDY